

The Clearing House

A journal for modern junior and senior high schools

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THE CLEARING HOUSE is published at 450 Ahnaip St., Menasha, Wis. Editorial office: Inor Publishing Co., Incorporated, 207 Fourth Avenue, New York. Published monthly from September through May of each year. Subscription price: \$4.00 a year. Two years for \$6.60, if cash accompanies order. Single copies, 50 cents. Subscription for less than a year will be charged at the single-copy rate. For subscriptions in groups of ten or more, write for special rates. Foreign countries and Canada, \$4.60 a year.

Entered as second-class matter at the post office at Menasha, Wisconsin, under the act of March 3, 1879.

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The Clearing House

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VOL. 24

OCTOBER 1949

No. 2

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NOTICE TO WRITERS

We welcome contributions from our readers. In every issue we publish teachers' and administrators' articles reporting improvements, experiments, and successes as achieved in their schools. Many of our readers have accomplished things in classrooms and in school systems that should be known in thousands of other high schools.

Our preferred length for articles is 1,000 to

2,500 words. We also welcome items reporting good but minor ideas in 50 to 600 words. In addition to fact articles (which need not be dull or prosy) we invite articles of controversy, satire, etc., on secondary-education subjects. Typing should be double-spaced. Keep carbon copy and send us the original.

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THE CLEARING HOUSE

A journal for modern junior and senior high schools

VOL. 24

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THE 24 QUESTIONS on high school READING Problems

Questions compiled by FRANCES TRIGGS

Answers by ROBERT M. BEAR, IVAN

A. BOOKER, GEORGE D. SPACHE, and

ARTHUR E. TRAXLER

Twenty-four of the questions that high-school people most often ask about reading problems recently were compiled by Dr. Frances Triggs, chairman of the Committee on Diagnostic Reading Tests, Inc.

In the following feature, the questions are stated, and are answered on the basis of best current practices by four well-known specialists in the field. The individual who answers each question is credited in parentheses.—THE EDITOR.

1. *If a junior or senior high school does not have a specialist in reading on the staff, can anything be done in corrective and remedial reading?*

When no specialist is available, it is the practice in many schools to enlist the efforts of a regular teacher, such as a member of the English department. An article¹ in *The School Review* points out several difficulties in this practice. Teachers may be drafted, rather than volunteer, with consequent lack of interest and effectiveness. Pupils may be assigned to reading classes and receive no school credit, thus creating an unfavorable atmosphere for self-improvement. Programs of remedial reading may be

initiated by the administration without first enlisting active teacher support or understanding of the needs of the pupils, or the degree of responsibility of the high school for improving pupils' reading skills.

Furthermore, the need for careful study of the pupil's individual difficulties is not apparent to many high-school teachers who try to do remedial or developmental reading. One further difficulty is the lack of training or of confidence in ability to do remedial work among such teachers. These obstacles must be anticipated and overcome before the remedial program can function successfully. (Spache)

2. *What are the in-service training possibilities for persons already teaching in junior and senior high schools who want to learn more about doing work in remedial and corrective reading?*

Most teachers who help with reading improvement in high schools received their training in reading after they became teachers, by doing one or more of four things: (1) taking special courses in summer school, (2) attending one of the big reading institutes or conferences, (3) visiting other

¹ William C. Brink and Paul A. Witty, "Current practices in Remedial Reading in Secondary Schools," *The School Review*, May 1949.

schools with reading programs, (4) reading articles and books.

For a beginner the first is to be highly recommended, though the other three are quite helpful, especially for one who already has the background which a course provides. The important thing to realize is that everyone has some type of in-service opportunity for learning about remedial and corrective work. And of course, an interested administrator can provide another opportunity through an institutional program of teachers' meetings, demonstrations, etc. (Bear)

3. *Does the lack of phonetic training in elementary schools affect the reading ability of junior and senior high-school students?*

In the opinion of many teachers who are convinced from personal experience of the values of formal phonic training, their high-school pupils are markedly lacking in these skills and thereby handicapped in reading. Basically this attitude is a projection of the blame upon the elementary school for the reading handicaps of many pupils.

High-school teachers fail to recognize that because of the legal demand for prolonged school attendance, they are receiving many pupils unsuited for, or incapable of, assimilating academic high-school subjects as usually presented. Despite the fact that fewer than half of their pupils enter college, the teaching and curriculum of the average high school are still basically college-preparatory and geared to the abilities of a better-than-average pupil mentality.

The answer to the reading problems of high-school pupils is not simply more phonic training in the elementary school. Ideally the adjustment consists of adaptation of the instruction and curriculum to the needs and capacities of the average present-day pupil. This implies evaluation and acceptance of the pupil as he is, and the provision of such corrective or developmental training by the high school as is

necessary for helping him to function at his maximum capabilities, and to reach the goals he has set for himself. (Spache)

4. *Will scores on a mental ability test improve if a student improves his reading skills? Why?*

The answer to this question depends to some extent on the nature of the test of mental ability. If the test consists mainly of numerical, spatial, or non-language material one cannot expect significant improvement in score on the test as a result of increased reading skill. On the other hand, if the test is largely verbal, as many widely used mental-ability tests are, improvement in reading skill is likely to raise scores on the test to some degree.

There are two reasons for increase in mental-ability test scores under these conditions. In the first place, an individual whose reading is improved is able to read more widely and at a higher level and thus he becomes a better informed individual. Breadth and depth of information are likely to be reflected to some extent in scores on the usual verbal test of intelligence. In the second place, a verbal intelligence test is in a sense a test of reading ability. The better readers are able to go through the test more rapidly and to comprehend the content better, and thus they naturally tend to make higher scores than less able readers whose actual intelligence may be as high. (Traxler)

5. *Must instruments such as reading boards, speed films, and tachistoscopes be available to do remedial reading?*

By no means. The consensus at present is that they are useful but not essential. The essential thing is provision of motivated practice exercises designed to correct or improve faulty habits and skills and this can be done without machines. Such devices, however, are reported to be of value for some pupils in aiding motivation and attention and in giving supplementary prac-

tice to that in books for breaking subvocalization and word reading. On the other hand, students with inaccurate word recognition, small vocabularies, or poor comprehension skills need to remedy these before they are exposed to the speeded reading devices. The flash exposure of words and phrases tachistoscopically is thought to speed word recognition but the same results have been secured by methods not involving the use of instruments. (Bear)

6. *What instructional materials are available on the junior- and senior-high-school level for use with retarded readers?*

A considerable amount of textbook and workbook material for the correction of the reading difficulties of junior- and senior-high-school pupils has been published within the past fifteen years. Among the available materials are the following books:

Books

- Broening, Law, Wilkinson, and Ziegler, *Reading for Skill*. Noble and Noble.
 Center and Persons, *Reading and Thinking* (Three-book series). Macmillan.
 Hovious, *Following Printed Trails and Flying the Printways*. Heath.
 Knight and Traxler, *Develop Your Reading and Read and Comprehend*. Heath.
 Roberts and Rand, *Let's Read* (Four-book series). Henry Holt.
 Triggs, *Remedial Reading*. University of Minnesota Press.

Workbooks

- Guiler and Coleman, *Getting the Meaning*, Books I, II, and III. Lippincott.
 McCall and Crabbs, *Standard Test Lessons in Reading*, Books IV and V. Teachers College, Columbia University.
 Salisbury, *Better Work Habits*. Scott, Foresman.
 Strang, *Study Type of Reading Exercises*. Teachers College, Columbia University.
 Triggs, *Improve Your Reading and Improve Your Spelling*. University of Minnesota Press.

(Traxler)

7. *We have heard that "every teacher should be a teacher of reading." How can this be accomplished?*

EDITOR'S NOTE

Probably many of the current problems on reading procedure in your school are covered in this question-and-answer feature. The questions are those most frequently asked of specialists by secondary-school people, as compiled by Dr. Frances Triggs, chairman of the Committee on Diagnostic Reading Tests, Inc., New York City. Each question is answered by one of the following specialists: Dr. Robert M. Bear, chairman of the Psychology Department and director of the Reading Clinic, Dartmouth College, Hanover, N.H.; Dr. Ivan A. Booker, director of the Research Division of the National Education Association, Washington, D.C.; Dr. George D. Spache, psychologist of the Pupil Personnel Services for the schools of Northern Westchester County, N.Y.; Dr. Arthur E. Traxler, associate director of the Educational Records Bureau, New York City. All five authors of this feature are members of the Committee on Diagnostic Reading Tests, Inc., Kingscote Apt. 3G, 419 W. 119th St., New York 27, N.Y.

Even if a school has reading specialists, there is convincing evidence that many of the pupils' needs in reading can best and only be met by the teachers of the subject fields—for each subject presents reading problems. First is the problem of interest. Pupils chiefly read what interests them and the teacher must encourage attitudes of interest in reading his subject. Interest is contagious, so the teacher must be "full of his subject," constantly mentioning readable books or articles and topics that it might be intriguing to know more about.

Bulletin-board displays which stimulate reading, book sales in which pupils try to "sell" a book which has interested them,

quiz programs in which pupils guess identities of characters, browsing opportunities, book dramatizations and self-tests of reading skills all have a place. Skill in making the assignment can set up a reading purpose which bridges the gap between the pupils' interests and things that could interest them in books.

The teacher can help with such special reading problems in his subject as lack of experience needed to understand certain concepts, processes and principles. He is in the most strategic position to promote pupil growth in vocabulary for reading in his field. Many pupils need to be taught how to use headings, graphs, and summaries, and to deal with the style of a particular text. If one teaches English, for example, he realizes that the symbolic language often found in literature leaves a pupil cold unless he has been prepared for it. A teacher using the unit method in social studies realizes that skills useful for reading chronologically or a single exposition by one author are not adequate for the integration required in reading around a topic. (Bear)

8. Can the teacher perform the task of "being a teacher of reading" when giving assignments?

It has long been the contention of reading specialists that every subject-matter teacher must conceive of himself as a teacher of the reading skills necessary for mastery of his subject. In the matter of assignments, this is particularly true. These must be differentiated in terms of the reading abilities of the individual pupil. No single text can serve as the basis of assignments for an entire present-day class. Besides the provision of differentiated assignments, the teacher may have to assume the responsibility for creating, adapting or rearranging the reading materials, in terms of his pupils' reading abilities. The length, the difficulty of the concepts and style, as well as the fact load, must be controlled in the materials assigned. (Spache)

9. What department in the junior or senior high school should be in charge of reading?

No department should "be in charge" to the exclusion of other departments. All should recognize and accept a share of the responsibility for developing better habits of reading and study. But, to give leadership in the program and coordinate staff effort, the English department more often than any other seems the logical choice. In practice, too, this is the department which most often carries the major responsibility for reading instruction. In some schools, however, chief responsibility for reading is given to the library, the social-science department, the science department, or some other. It should go, of course, to the department whose teachers are best qualified and most interested in the work. (Booker)

10. Can the librarian help in any way in the remedial and corrective reading program?

The librarian can aid in the school reading program by promoting reading interests and the scope of reading. This may be accomplished by providing simple textual materials, adapted versions of classical or popular selections, simple materials of high interest level, by picture and pamphlet collections, by help to the classroom teacher in choosing and using visual aids. The librarian can help to create tastes and appetite for reading also by book exhibits, book talks, storytelling, and careful book selection. Greater use of books may be secured by promoting classroom libraries and simplifying the securing of books by individuals and classes. (Spache)

11. Should a remedial reading program for all individuals include improvement of rate of reading?

High-school reading instruction should not involve the same kinds and amounts of rate drill for all pupils, for some pupils need to speed up their rate of reading much

more than others. Attention to rate of reading should be given according to individual need, not as an arbitrary routine. Occasionally, "improvement" in rate may mean to slow down. Often it will mean developing greater flexibility and the ability to adjust rate to the task at hand. In this larger sense most pupils can profitably give *some* attention to the improvement of their rates of reading—each according to his individual needs. (Booker)

12. How can poor readers be located before they fail because they can't read their assignments satisfactorily?

Teachers should be alert to identify pupils who apparently have good mental ability but who are having noticeable difficulty with their assignments, even though they are not actually doing failing work. Such pupils should be referred to their counselor or to the school psychologist or to the person in charge of testing, for a study of their weaknesses. If the school has a regular testing program, a comparison of the pupil's percentile ratings on reading tests with his percentiles on tests of mental ability not heavily weighted with reading, such as the Stanford-Binet Scale, should help to indicate whether faulty reading may be a cause of the difficulty in reading assignments. If sufficient data are not available on the cumulative record, appropriate tests of reading ability and mental ability should be administered and the results studied in detail. (Traxler)

13. How can oral reading be used to increase silent reading efficiency?

Without entering into a discussion of the differences of opinion as to the place of oral reading in the school program, it is agreed that having the pupil read aloud gives an opportunity for analyzing some of the factors underlying silent reading skills and so is most valuable in diagnostic and remedial work. Is the pupil's sight vocabulary too small? Is he prone to make errors

(and what errors) in word recognition? How well does he use context clues? What methods does he use in attacking unknown words? Is meagerness of vocabulary a factor in inadequate comprehension? Answers to such questions may be obtained from comparing a pupil's silent and oral reading and from analyzing the latter. Remedial work can then be planned to eliminate weaknesses revealed. (Bear)

14. Why do scores differ on various reading tests?

It is obvious that the raw scores on different reading tests cannot be expected to agree since the tests are constructed in different ways and consist of varying numbers of questions. There should be a fairly high relationship between the standard scores or percentiles on different reading tests, although for two reasons exact agreement should not be anticipated.

The first reason is that different reading tests do not include exactly the same kinds of materials and do not measure precisely the same abilities, even though they have the same name. The Iowa Silent Reading Tests, for example, include among other parts a section on the use of the index whereas the Cooperative Reading Comprehension Test contains no such section but is designed to measure vocabulary, speed of comprehension, and level of comprehension. A second reason for lack of agreement in standard scores or percentiles is that different reading tests are standardized on different populations, and these populations may not be equivalent in reading ability even though they are drawn from the same grade levels. (Traxler)

15. In a school with a given number of junior- and senior-high-school students, how many students will need corrective and remedial reading?

The number of students retarded in reading differs from school to school depending upon the quality of previous teaching and

the ability of the students. School surveys suggest that one might expect to find from 5 to 10 per cent so deficient as to need individual remedial instruction and from 10 to 15 per cent sufficiently poor to make corrective, small-group instruction quite desirable. Of course many more are below grade average in reading but are developed in proportion to their limited abilities and are not, therefore, to be classified as retarded readers in the strict sense. (Bear)

16. *Should reading be taught to all students in a junior or senior high school as well as to all pupils in the elementary school?*

Separate classes in reading should not be essential for all high-school pupils. In general, special reading instruction in high schools can be restricted to pupils who, for one reason or another, have failed to master the reading attitudes, habits, and skills which are normally acquired in the elementary school. All high-school departments, however, have a continuing responsibility to guide the study habits of pupils, to help them apply reading skills in their respective areas, and to assist them with vocabulary development in the field being studied. (Booker)

17. *How can teachers of content subjects, such as history, mathematics, and science, improve the reading skills of their students, using only the books dealing with these subjects?*

The subject-matter teacher may contribute to the reading skills of his pupils by giving them training in the materials that are peculiar to his subject. He can give training in the use of maps, charts, graphs, diagrams, and tables until pupils learn how to understand and read these. He can give instruction in profitable methods of study such as physical conditions, outlining and summarizing. Furthermore, he can help his pupils to achieve a flexibility in rate of reading according to the purpose of the reading by practice in skimming, careful reading and study. Finally, he is responsible

for the pupils' learning the technical terms and vocabulary of his subject by intensive study of these words. (Spache)

18. *What percentile rank should a student reach before his reading skills are good enough to leave remedial reading?*

The answer to this question depends upon the general level of reading ability in the school where the pupil is enrolled and also upon the basis of the percentile rank. Another variable to be taken into consideration is the pupil's percentile rank in mental ability.

If the percentile ranks on the test are based on the local population or on a population comparable to that of the local school, and if the pupil is of average mental ability for his school, it is probable that he should reach at least the 25th percentile in overall score on a reliable reading test before he is released from remedial reading. It would be desirable, of course, for his percentile to be considerably higher than this, but if he can be brought up to a point where he falls within the middle 50 per cent of his class in reading ability he probably will not have an unusual amount of difficulty in keeping up with his group. If the percentile rank is based on national norms, and if the population in the local school is not a representative sample of the population on which the test was standardized, no general answer to this question can be given.

There are high schools in which the mental ability of the students runs so low that a percentile rank of 15 on national norms would place a pupil at or above the median for his class. In other schools, particularly those public schools in privileged residential areas, and independent schools, a pupil with a national percentile rank of 50 or even higher on a reading test may be so low in reading in comparison with his own group that he needs special help in order to keep up with the work of the class. (Traxler)

19. How long should a student stay in the remedial reading program?

Theoretically a pupil should continue to receive remedial training until he has reached the maximum performance of which he is capable and can no longer profit by instruction of this type. Actually this point is difficult to determine. Most remedial teachers discontinue instruction when the pupil's grade score in reading is equal to the mental age found on a common intelligence test. Because of the similarity of content and the fact that most intelligence tests are in effect a measure of reading, this practice is not accurate or sound.

We prefer a measure of reading potential as gauged by the pupil's ability to understand materials of known difficulty that are read to him. This attempt is made by the Auditory Comprehension Test (one of the tests in the battery of Diagnostic Reading Tests) which estimates reading and auditory capacity rather than performance. The results on this test in addition to those of an intelligence test not involving reading plus knowledge of the pupil's home background would help in determining whether a pupil needed further corrective work. (Spache)

20. If remedial reading is not available, can any help in reading be given by classroom teachers?

Hundreds of teachers have demonstrated that the answer is "Yes." Any teacher who is interested in doing so, can learn enough about reading instruction to give pupils a great deal of needed help, even if he does not qualify as a reading "expert." Some of the notable work in informal reading guidance is being done by teachers of regular subjects who make no claim to expertness as teachers of remedial reading. (Booker)

21. How can classroom teachers use the scores on reading tests in their regular classroom teaching?

Classroom teachers can use the scores on the reading tests to advantage in several

ways. They can check their own subjective impressions of the reading ability of their pupils by studying standard scores and percentiles obtained by individual pupils on reading tests. They can use the results of reading tests to call attention to pupils whose reading weaknesses are causing them to fall behind and who may have escaped attention from the reading specialists or others in the school who have special responsibility for corrective reading.

They can use the results of reading tests to help gauge the length and difficulty of the assignments that they will give to different classes. They can choose reference books and other materials for classroom use partly upon the basis of evidence concerning the reading ability of their students as supplied by tests of reading. They can use parts of a reading test, such as a diagnostic vocabulary section, to analyze the vocabulary of their pupils in the field of their own subject, let us say science, and plan special help to correct weaknesses in this area. (Traxler)

22. To what extent is the presence of a reading disability an indication of peculiarities of behavior or personality deviations, such that psychotherapy must parallel or take precedence over remedial reading?

Familiarity with the many theories of the causes of reading difficulty, plus the knowledge that some teachers following any one of these theories do successful remedial work, leads to only one possible conclusion, namely, that the theory of causation is unimportant.

One may use kinesthetic, visual, auditory, phonic or sight reading methods exclusively and still correct reading disabilities. Carefully graded materials of almost any nature that provide for repetition and gradual growth will prove effective, at least with a reasonable number of pupils.

The guiding theory and the remedial materials are secondary to the relationship between the pupil and his teacher. In any successful remedial teaching, this relation-

ship must take the form of extending sympathy and help, of encouraging self-confidence and recognition of gradually increasing skill, and of helping the individual to recognize and reach the goals and self-concepts he has evolved regarding himself. (Spache)

23. *Why do not all students receiving seemingly equal instruction in reading show equal improvement when retested?*

Among the reasons that might be given in answer to this question, two seem especially important. In the first place, no test provides perfectly reliable scores. There is an error of measurement in every score. Even though the gains of the individual pupils were equal to one another, they would not appear to be equal when measured; that is, the results of an initial and a final test would not show precisely equal gains. In the second place, equal instruction will not bring about equal improvement, because the needs of individual pupils vary.

As a matter of fact, the improvement of the pupils is more likely to be equal if instruction is individualized as much as possible so that each pupil receives the kind of instruction he needs. In a remedial reading group, for example, one pupil will be

very low in vocabulary; another will have great difficulty in understanding the organization of paragraphs and in separating the main thought from the details; and a third will be a very slow reader.

Obviously, equal instruction cannot be expected to result in equal gains for these three pupils. It is probable that all three will make significant gains only if the teacher first diagnoses the difficulties of each one and then plans instruction in accordance with the diagnosis. (Traxler)

24. *What should the high school do for those whose reading is so poorly developed that regular teachers cannot cope with the problem in regular classes?*

Separate classes seem to be the only solution for the problems of the seriously handicapped pupil. In reading clinics or in special remedial classes the needs of the individual can be considered. Special materials can be used. Teachers who know how to diagnose specific difficulties and how to use the most successful remedial methods can devote their full attention to the development of reading skills. Such clinics and remedial classes should be provided for those whose reading skills are seriously underdeveloped. (Booker)



Social-Studies Blind Spot

The discovery, some two decades ago, that students of the social-studies classes of our senior high school had read little of the better historical fiction caused us considerable concern. Visits to other schools provided additional evidence that the reading habits of boys and girls in the middle teens were allowed to lapse and that students did little reading of fiction after that period except under compulsion.

The visits revealed, too, that teachers of the social studies were providing practically no correlation between the social studies, particularly that of history, and related fiction which could broaden and enrich the pupils' knowledge of the subject matter. Students were not being sufficiently en-

couraged to acquire, at least vicariously, the rich and illuminating experiences of the human race. Furthermore, they were not becoming familiar with fine literature or acquiring a taste for good books which would continue into adulthood and provide many pleasant moments. They were missing much in the way of vocabulary growth, and they were not becoming acquainted with those fascinating characters of fiction, who, once known, would live forever in their fancies. Thus an important phase of their cultural development was neglected. Unless pupils read some of the better books of [historical] fiction while yet in their teens, the probabilities are strong that they will never read them at all.—O. W. STEPHENSON in *Social Education*.

13 FALLACIES in VISUAL EDUCATION

By B. A. AUGHINBAUGH

A TYPE of pseudo-educational philosophy has grown up around the term "visual education." This philosophy is pseudo because the term itself is.

The writer has recently discussed this matter with several college presidents and deans of education. While their immediate reactions were to defend this philosophy, yet, when the fallacies were disclosed, they were ready to agree that education is merely education no matter what cult tries to put a handle to it.

It seems from here that some of the better colleges will shortly delete these obviously absurd courses conducted under the title of "visual education." They are a waste of precious time. Now that teachers who sat through them are discussing their worthlessness, we probably shall see some of them fold up. The novelty is over.

Not long ago we saw a list of musts and must-nots for teachers to observe when using motion pictures, which originated from one of the courses. We pass them on to those who care to read them together with our personal reactions thereto, which are based upon some forty years of experience in this field.

Objection 1: "Showing several motion pictures to a class in one period." No one of course would approve of this unless mitigating circumstances demanded it. Here are some mitigating circumstances: Precise showing time is not possible for schools which do not own or which do not have a sufficient supply of the pictures. This is the case with most schools because they must share the use of motion pictures with other schools on a reservation schedule. Such

schedules are frequently most economically operated in "circuits" composed of several schools. This type of distribution often prohibits the use of pictures precisely when the textbook ("blessed be its powerful name") decrees that the topic must be studied, or when the curriculum arrangers (also blessed be their names) put upon it their "ipse dixit." But was the world and its contents ever at the precise command of teacher, textbook, or curriculum arrangers? What therefore is amiss with considering, "a bird in the hand is worth two in the bush" and transposing the charted lesson to teach that which can best be taught today? A hundred years hence it will make little difference to the world.

Only the very young and inexperienced regard "theory and practice" instruction so seriously. To improvise wisely is the first ability of any good teacher. He believes that the words of Ingalls' *Opportunity* apply to teaching situations:

If sleeping, wake—if feasting, rise before I turn away. It is the hour of fate!

Good teachers have always made compromises between the day's assigned lessons and lessons which the current hour brought. Here is a good time to read the following definition of education by a parent:

Dear Teacher: Education, you know, is a lot of things. It is reading and writing and ciphering. It is "Yes, please," and "No, thank you." It is the washing of hands and the use of forks. It is pencils and scissors and paste and erasers and chalk dust. It is the smell of a schoolroom early Monday morning. It is the excitement of vacations. It is autumn bonfires and sleds and puddle-wading. Yes, education is a lot of things. It is a brass band blaring and a callopie tootling. Education is a woman shot from a

gun, a man on a tightrope, a seal playing a tune with his nose. It is side-show barkers, clowns, lions, cotton candy, cowboys, and spangles. Education is the wonderment of new things and new sensations. *It is in short, a circus!* That's why Ginger wasn't in your classroom yesterday. Excuse it, please.

Only a very poor teacher would lack ability to coordinate currently available pictures relating to past or future lessons, and we cannot make rules to protect pupils from poor teachers except the rule of expulsion.

Objection 2: "Failure to prepare pupils for the pictures they are to see." This objection will be sustained if some corrective measures are first instituted against those teachers who assign so many pages of a book and call for a recitation on it *without other preparation*. This objection occurs too frequently in too many schools. It should be noted in this connection that pictures often have far more built-in preparation and instruction than have many textbooks.

Objection 3: "A pupil's lack of understanding of what he sees." We rise to inquire, "What is meant by understanding?" Do those pupils who read textbooks and recite (frequently verbatim) what the textbooks contain *understand* the subject? This *misunderstanding* arises from the belief that a pupil's ability to repeat the words of the teacher or the textbook signifies his knowledge. This of course is untrue because words are but verbal currency—they are not mental wealth. A child will offer in recitation more of this bogus currency of words from books than he can or will where pictures are the source of information, because pictures are *mental wealth*.

Objection 4: An old standby, "the teacher didn't tell them what they saw." Does the teacher tell *them* what they read in the textbook? No. He has them *tell him what the textbook said*. Why not have the children tell him *what the motion picture showed*? This may relieve him of any worry on this score. Once more we must point out that there is no mentor at the picture theater to tell the youngsters what to see, yet they

apparently do so unaided. We apparently are sufficiently informed without such assistance.

Objection 5: "New words used with the picture are not explained." There are those who believe that words are knowledge and, since knowledge is power, axiomatically words are power. But words have only vicarious power. They convey no knowledge *per se*, but only arouse what knowledge one already possesses. On the contrary, the visual experience received from a motion picture is sensory knowledge; hence it is power *per se*. Although we do not possess the words to transfer this power vicariously, we still possess it and it is of greater value to us personally than if we had acquired (or attempted to acquire) it vicariously through words. If anyone doubts this, let him swallow the labels on medicine bottles, instead of the medicine, and see whether this effects a cure.

Objection 6: "Failure to alert pupils to questions which may be settled by the picture." If the pupil already knows these questions without advance prompting he will experience the rapture which Columbus enjoyed in making discoveries for himself. Why spoon-feed him? If he does not know the questions, it may impress him more to obtain the experience first-hand *and then* be questioned about it. There is one certainty: no teacher is going to be at Johnny's elbow throughout life, alerting him as to what he should or shouldn't see. It were better he acquired this ability early in life.

Objection 7: "Don't bring all the pupils of the school into the auditorium and let them see all the pictures which come to the school." Perhaps if the motion picture could speak in its own behalf it might repeat to good purpose those potent words of Stephen Grellet,

I expect to pass this way but once. Any good therefore that I can do, or any kindness that I can show to any creature, let me do it now. Let me not defer, for I shall not pass this way again.

If this objection were applied to all

schools and school activities, all the one-room rural schools would close. But this mass-education in these one-room schools hasn't been all bad. It has produced some of the nation's important persons. In fact, being born in a log cabin and attending a one-room school seem to have been assets to a political career leading to the Presidency.

We are not upholding mass formal-education in any form, but we are saying that it is better than no education. We specified "formal" education to distinguish that which we receive in school and that vastly greater amount which we receive out of it. If one attends elementary school, high school, and college, he would, at the age of 60, have lived about 44 years *without* schooling. Hence, if we fail to acquire considerable information of this mass-education type informally, we shall be very uninformed indeed. On what then is this idea based which pronounces mass-education as worthless? We seem to acquire most of our education that way.

We confidently predict that the wider the use of motion pictures becomes, the lower down in the grades will go subjects now reserved for higher levels. Especially will this be true when 4mm film, or film-disc motion-pictures for personal-viewing by daylight or artificial light come on the market, thus releasing such pictures from the necessity of mass-showing in a dark, unnatural environment. This day is not far off, and when it comes, we may forget about these problems resulting from physical imperfections. *We may also forget schoolrooms!*

If you wish to hasten this day, write to all the 16mm projector producers and ask them to take their 4mm outfits out of hiding and put them on the market! Hollywood will not like it, but once the motion picture is placed on the same plane of individual convenience now enjoyed by the book it will not only supplant the book more than it has (which has been remarkable), but it will, as Munsterberg says, "free

EDITOR'S NOTE

A Bronx cheer, possibly, is all that Mr. Aughinbaugh would concede to the college courses on visual education. In this article he deals rather roughly with a number of "pseudo-principles" which have been taught in one such course. He is a pioneer in visual education, and is director of the Ohio Slide and Film Exchange, Columbus, Ohio, which is believed to be the largest movie exchange in the world.

us from the mechanics of reading and permit us to think!"

Objection 8: "Teachers consider the ten minutes necessary to show a reel of pictures an interruption rather than a help." Fortunately such teachers are few, and a few such objections from them will cause the superintendent to see that they are fewer. A good teacher will accept any help which he can obtain—especially visual help.

Objection 9: "Teachers use the time when pictures are being shown as a rest period." We raise the question as to the proper use of the word "teacher" in this case. They might more properly be termed "children sitters." A good principal or superintendent can take care of them. This is no problem of intrinsic interest to the educational use of motion pictures. These "sitters" often sleep in class with their eyes wide open, and they did it years before motion pictures came to classrooms. We have seen them.

Objection 10: "Showing a picture only once." We wonder how often students read a page of the textbook twice. We wonder how many stay to see a theatrical picture twice. Above all, we wonder how many tests have been made to show what increased information one receives out of a second and third showing. We made such a test many years ago, and the net result was less

than one per cent for a class of thirty on ten one-reel pictures. You try it.

Objection 11: "Many of the older teachers who saw some unsatisfactory educational motion pictures produced in by-gone days do not realize that great improvements have been made in recent times." Yes, there are moss-backs both in and out of school and unfortunately there isn't much we can do about it until Death takes a hand.

Objection 12: "Failure of teachers to realize that the motion picture is not a substitute for the teacher." We would like to substitute there the words "school-keepers" for

"teachers." No teacher would ever be guilty of this accusation. Unfortunately we do have some "school-keepers" masquerading as teachers.

Objection 13: Another misuse of the word "teacher." This time the "school-keepers" are properly reprimanded for condemning all educational motion pictures *because they once witnessed some faulty ones*. Such "school-keepers" are beneath notice.

File this away so that your grandchildren may read it fifty years from now. The objections will be humorous to them at that date.



* * TRICKS of the TRADE * *

By TED GORDON

PUPIL PARTICIPATION—When pupils actually have a part in collecting and developing the materials which they use in sharing their ideas with their classmates more functional learning results. Materials thus developed may become part of the permanent materials file of the school.—*Thomas E. Robinson*, Supt. of Schools, Trenton, N.J.

FOR M.A.S.B.F.C. (Male administrators surrounded by feminine colleagues)—Offer



EDITOR'S NOTE: *Readers are invited to submit aids and devices which may be of help to others. Please try to limit contributions to 50 words or fewer—the briefer the better. Original ideas are preferred; if an item is not original, be sure to give your source. This publication reserves all rights to material submitted, and no items will be returned. Address contributions to THE CLEARING HOUSE. Dr. Gordon teaches in East Los Angeles Junior College, Los Angeles, Cal.*

tactful comments about the nice appearance of various teachers and notice the results in the rapport of the faculty.—*Marvin Lifton*, Los Angeles, Calif.

SCORING SHORTCUT—Instead of providing students with answer blanks to fill in on objective-type tests, provide them with permanently usable cards punched with five holes lettered across A, B, C, D, E, and with as many numbered holes down as desired for a series of questions. The students blacken the holes of their choice (the first two holes across can be used for "True" and "False" questions) in response to written or oral questions. By a punched-out answer key the teacher can correct papers rapidly.—*Arnold Lazarus*, Santa Monica High School, Santa Monica, Calif.

MAKING SIGNS—A brush pen is excellent for making quick, large, legible signs. You do not have to be an expert sign writer to use this technique.—*Geraldine Schwaderer*, John Muir Junior High School, Los Angeles, Calif.

The

“DISHONORABLE” 3%

Collinwood licks a study-hall headache

By ARANKA I. DAVID

AT THE PRESENT time our school has licked one perennial headache to teachers and pupils alike—study halls.

In the fall of 1947 study halls were our number one problem. Teachers looked with dread to study-hall duty in the cafeteria. Honor-study-hall pupils also went with reluctance. The first two weeks of the semester brought constant complaints about the behavior of pupils in the cafeteria. Pupils in honor study halls complained of not being able to study because of unsatisfactory conditions.

It should be noted at this point that honor study halls had been organized in 1925 and that in the twenties and thirties they had been effective. One of the casualties of the war was good pupil behavior, and of course study halls reflected this let-down.

By the fall of 1947 a considerable clean-up of the gangs in our school had been effected and a comprehensive activities program put into operation. The student council had become a fine representative body. At this point Mr. F. L. Simmons, principal of the school, directed his attention to the overhauling of the study-hall system. At his instigation two other high schools were visited. The previous sponsor of honor study halls had already started action by dropping pupils weak in leadership.

However, it was in basic philosophy that the greatest change was made. Heretofore, pupils on a selective basis had been assigned to honor study halls by homeroom teachers' recommendation only. The new plan dis-

carded this concept and operated on the plan of taking all pupils in the senior high school into honor study hall and asking homeroom teachers' advice only on those to be excluded. Thus we spotted the problems at the start. The children excluded were put in a classroom under teacher supervision.

In theory this principle was excellent. The problem now was how to influence pupil opinion in the school not only to understand this principle but to endorse it wholeheartedly. The success of the plan depended on two factors, the desire on the part of the pupils to endorse the plan, and the careful selection and training of pupil leaders.

Steering the thinking of one pupil or even a class is a hard enough problem to a teacher. How to influence and steer the entire student body in the direction of wanting this new type of honor study hall was an undertaking far more difficult. At times it was even discouraging because many of the faculty thought it foolhardy and doomed to failure. However, a plan was carefully worked out. The agencies which were used to steer pupil opinion were student council support, Radio English class dramatization, and editorial follow-up, culminating with an assembly program.

The new sponsor appeared before the student council and allowed herself to be a target for criticism of the old plan. Next, the sponsor went to the Radio English class for help. One of the leaders in the group, the president of the senior class, said, "It

can't be done." Others agreed with him, but the sponsor persuaded them to try their hand at an original skit to be broadcast over the central sound system. This was followed up by articles and an editorial in the "Spotlight," the school paper.

Next the sponsor utilized the enthusiasm of the officers of the honor study hall. The vice-president was sent back to the student council to speak and fan the flames some more.

At the same time the sponsor, with the aid of the teacher of radio and the sponsor of the school paper, was planning an assembly program for the high school. The three teachers put their ideas together and produced an assembly program. In simple, straightforward narrative fashion, officers of the honor study hall gave a clear-cut picture to the student body of what the pupils criticized, what they wanted, and what the organization planned to do about it. As a climax one speaker, a girl, president of the neighboring commercial high school, and the other speaker, a boy, president of another high school, gave their accounts of honor study halls in their schools. The student body at large was told, "Here it is. If you want it, we can make it work with your 100 per cent support." And work it did!

During the first week of the new term members of the central committee of thirteen were excused from classes for the first three days to organize the study halls. Without a single teacher or even the presence of the sponsor, they put it over. To the sponsor, who tip-toed in the background but did not dare to enter the large cafeteria, it was the thrill of a lifetime—not a sound out of a room with four to five hundred pupils in it!

This new plan was put into effect during the spring semester of 1948. Senior-high pupils were excluded on the basis of homeroom teachers' opinions. Next this list of exclusions was checked again and further eliminations were made by the three assistant principals. Pupils were invited to get

in touch with the central committee to appeal if they felt their exclusion unfair. Some did and some were admitted despite homeroom teachers' objections. The final number excluded was 44 out of the entire senior-high-school enrolment of 1,537.

The planning of the publicity to pupils and advising of the staff were not the only features of this project. It was in the selection and training of the personnel that the sponsor found much had to be done. Heretofore and too often, only a few boys had volunteered their services. The students who had volunteered had been ignored because they were not the school leaders whom pupils respected and obeyed.

To remedy this situation, the sponsor approached all the coaches and tapped a reservoir of leadership not previously touched—the big brawny football players, the basketball sharpshooters, the track stars, the members of the industrial-arts classes, of the musical organizations, and the girls who were gym leaders.

Then the real work began! The best of the few leaders of the old organizations were given these lists and countless hours were spent by the sponsor and the officers in sifting, discarding, and adding. The number of times these pupils gave up lunch periods and after-school fun was heartening.

The president of the new organization was a spunky, red-headed beauty. She was a girl with exceptional leadership qualities. The new vice-president was a boy. These two plus the secretary and recorder had the personality and leadership and, above all else, the faith and the enthusiasm to make this venture succeed.

Six of the thirteen members of the central committee were graduated in June, including the president. She said before she left, "Something of me will always remain here in this school. I will never forget the hours we spent working this out together." Working together was the heart of the honor study hall program's success. The boys and girls selected one another; they

decided to have boys operate as chairmen in charge of order, girls as co-chairmen in charge of seating and attendance checking. They made the rules.

Exclusion from honor study halls meant exclusion from library privileges, limitations in student activities, elimination from services to teachers, and worst of all, being assigned to "dishonor study hall room 241."

As the semester progressed pupils given two warning slips for misconduct or tardiness or a cut were called before the central committee of thirteen and the sponsor. This student court was different. It did not try to put its problems out of its sphere of influence but rather took it as its personal responsibility to straighten these "problems" out. Some of the Dutch-uncle talks would bear recording. The president of the senior class, also captain of the football team, was a jewel in his handling of boys. So were the others. The girls, several of them gym leaders, had just the right approach to many cases. In fact, the sponsor was amazed by the knowledge these pupils showed of all the "tricks" and their ability in keeping many steps ahead of their problem children.

At the end of three semesters our project has become the pride of the pupils of the school and has influenced many other areas. The librarian no longer has so many problems in her library. We removed them. The hall guards don't have so many stray wanderers. We have localized them in "dishonor" study hall, as the pupils call it. Teachers have commented that pupils' behavior in the halls has improved.

In the fall of 1948 the ninth-grade pupils were admitted. After discussion to and fro they pleaded to be allowed in the cafeteria with the senior-high pupils. Naturally, our problems have increased, but they have also tested our ingenuity further. We now have a ninth-grade representative on our board. We also have a special assembly which describes the project to the 8A's. This preparation of 8A's by a special assembly pro-

EDITOR'S NOTE

A postwar epidemic of student bad behavior particularly disrupted the study-hall program of Collinwood High School, Cleveland, Ohio. How the study-hall system was completely overhauled, the new plan sold to the student body, and peace and order restored, is told by Miss David in this article. She is assistant principal of the school.

gram pays long-range dividends.

From the statistical side here are a few interesting details about the size of the personnel.

	Boys	Girls
First semester		
Central committee	6	7
	(7 were 12A's)	
Chairmen	41	
Co-chairmen		41
Second semester		
Central committee	9	4
Chairmen	41	
Co-chairmen		36
Third semester		
Central committee	9	4
Chairmen	51	
Co-chairmen		45

Following is the history of exclusions and handling of problem pupils.

Number of exclusions	
First semester opening	44
Enrolment: senior high	1,537
Second semester opening	61
Enrolment: grades 9, 10, 11, 12	1,857
Third semester opening	56
Enrolment: grades 9, 10, 11, 12	1,771
Problem pupils ejected by central committee	
First semester	16
Second semester	23
Third semester	23
Pupils readmitted to honor study halls from the exclusion study hall	
First semester	10
Second semester	28
Third semester	22
Number of pupils interviewed as problems, corrected and not ejected	
First semester	12

Second semester	20
Third semester	22
Percentage of pupils not in honor study hall	
First semester: grades 10, 11, 12	3%
Second semester: grades 9, 10, 11, 12	3.3%
Third semester: grades 9, 10, 11, 12	3.1%

So far there has been no lessening of the student body's respect for honor study halls. But we prick up our ears at once when a girl is called in for misbehavior and defends herself by saying, "The chairman talks all the time, so why can't I?" It calls for eternal vigilance on the part of the supervisor each period to stop this kind of business at once.

We have no assurance that this plan will work always. When everyone gets comforta-

bly set in routines, that's when the danger begins. There must be constant watching by the sponsor and continuous educating, too, of the thirteen members of the central committee by the sponsor. They must be made to realize that they are the guardians of this plan, which can work only so long as they themselves command the respect and cooperation of their staff. The staff of chairmen and co-chairmen, in turn, must be those real leaders of the school whom all the pupils admire and respect and consequently obey. It is an intricate machine but its function is simple because it is based on a genuine principle—we all work together.



Fraternities, Sororities: Insidious High-School Growth

High-school sororities and fraternities are like cancers.

In the beginning they grow slowly and painlessly, and it takes an experienced individual to detect their insidious growth. If they are detected and diagnosed early enough, and the infected school system immediately undergoes surgery, the schools of this system are in a position to make a full and complete recovery. If the system does not undergo surgery, these cancerous societies continue to grow—inconspicuously but with increasingly grave effects.

Many educational books, magazine articles, and reports have summarized the effects of these societies and the objections to them. McKown's *Extra Curricular Activities*, for one, states that they are undemocratic; they develop clannishness and snobishness; they set false standards; they carry petty politics into the school; they are detrimental to school spirit; they have a bad effect upon scholarship; they do not encourage proper use of leisure time; they narrow the sympathies and interests of the student; they foster habits of extravagance; they stir up strife and contention; they dissipate the energies and ambition of the students; they lower ethical standards; they cause disciplinary troubles.

A report published by the Secondary School Department of the NEA condemns secret fraternities "because they are subversive of the principles of democracy which should prevail in the public

school; because they are selfish, and tend to narrow the minds and sympathies of the students; because they stir up strife and contention; because they are snobbish; because they dissipate energy and proper ambition; because they set wrong standards; because rewards are not based on merit, but on fraternity vows; because they inculcate a feeling of self-sufficiency among the members; because secondary-school boys are too young for club life; because they are expensive and foster habits of extravagance; because they bring politics into the legitimate organizations; because all legitimate elements for good—social, moral, and intellectual—which these societies claim to possess, can be better supplied to the students through the school at large in the form of literary societies and the clubs under the sanction and supervision of the faculties of the school."

Yet these secret social societies have continued to grow because, for one reason, high-school students like to imitate college students. Their Greek-letter organizations are imitations of college sororities and fraternities, and college students have contributed in these organizations by entertaining the high-school boys and girls at the fraternity and sorority houses on college campuses. Sometimes high-school faculty members who are former members of college sororities or fraternities have been responsible for organizing and stimulating these imitation high-school Greek-letter organizations.—JOE C. HUMPHREY in *The Texas Outlook*.

The English Teacher as HUMORIST

*Even the pun
has its place*

By JAMES E. WARREN, JR.

FROM MY TEACHING I have found that a "sense of humor" and "sense" are almost always synonymous. That is, the ability to recognize something as "funny" is largely dependent upon the intelligence.

The first few days of a new semester I make it a point to test out my pupils by running the gamut of humor—from the straightforward joke to the swift pun and the subtle insinuation. The pupils who cackle out uncontrollably or quiver and are damp-eyed for several minutes afterwards are my friends for life. They are the readers, the lovers of music, the talkers after class, the sentimental alumni. And I adore them.

The second group—the unsure smilers, the good-natured eyes, the startled-at-the-teacher-acting-like-this-but-pleased ones, is a group of fertile possibilities.

But the third, made up of the stony-faced, the mildly-hurt, the isn't-that-silly type, I feel immediately to be one of social and intellectual problems. They are pupils who will find grammar inconceivable, meet little of interest in literature, and be slow in being won over to any degree of real rapport.

But in each group there is the need for humor. In the first, there is the chance for a common meeting ground of teacher and pupil, and here the bright student may perhaps find his first pleasure in association with the adult mind on an intellectual and emotional level. He may learn to revel in new sources of humor and discover that it may become both a plaything and a weapon. The second group may, through humor, catch their first real insight into adult contemplation of existence and find

a new and delightful field for new growth in communication with others.

And the third group may come to realize that, even if the cause of the fun is not always too clear to them, by the simple process of smiling and sensing the joy in the laughter of others they themselves have become more a part of things. (The wise teacher, incidentally, will by a further brief reference or oblique suggestion make the cause of the merriment more obvious to the easily-puzzled and enable them to "catch up" on the class mood.) To such a pupil the mere observation that his classmates and teacher are in good humor is often of therapeutic value far beyond the offerings of many a psychiatrist. Tensions will relax; sullenness die for lack of fuel; social fears wither beneath the sun of geniality.

Unfortunately, it is often necessary to educate a class into being unafraid to laugh. Humor has been so long omitted from educational procedure that many students are unable at first to think of it as other than opposed to classroom accomplishment. They see it only as a device occasionally permitted as relief from routine but quickly and thoroughly brushed away by the teacher's fading and self-conscious smile which clearly says, "See how human I can be once each period. Now let's get back to work."

Many students also will be suspicious at first of the teacher's educational sincerity when humor is used abundantly, and care must be taken to show them that he is not "getting off the subject," that he does "mean business" even with laughter, and that this very laughter, moreover, indicates

that the work is even more heart-felt with him.

If the reaction to humor is to be spontaneous, unhesitant, and approved socially by the class, the teacher must be certain to encourage humor's easy reception—encourage it with practices that will make its welcome obvious to the class and its pleasures irresistible:

1. The teacher must laugh easily himself, often at himself. Adolescents are afraid of social errors, and the fear of being "corny" is one of the greatest. They need leadership in their laughter. This fear is sometimes shown in the well-known "horse laugh"—a defense that quickly crumbles before real humor, well received by the group.

2. He must look gratefully at laughers for their reception of his attempt (I have occasionally murmured a fervent "God bless you"—and, I hope, not in vain), and he will do well to let it be known, by the twinkle in his eyes or a hint outside of class, that he remembers their reaction.

3. He must pile up evidence for humor by showing constantly "what fools these mortals be" and by being replete with examples of the ridiculous. He should make the classroom a world in miniature where even the stupid can be amusing, where errors are rarely fatal but are often hilarious, where the indolent receive only guffaws for the triteness and vulnerability of their attempts to excuse their omissions, and where the clever may triumph if the audience is worthy of them.

4. He must understand the psychology and the technique of humor (Max Eastman's *Enjoyment of Laughter* is helpful) and be able to explain and employ the entire range of devices that produce laughter, not permitting himself to become too typed because of his use of a few well worn expressions and too obvious reactions.

Humor is, I think, or should be, most gloriously the province of the English teacher. He is especially blessed by the wide acres of his inheritance, and every oppor-

tunity to convulse or merely amuse seems to be his. His, too, is the opportunity to encourage the development of the ability to conjure up mental images from the page or from spoken discourse, and it is these images (fleeting, confused, and tantalizing though they may be in humor) which are entirely necessary for emotional response. Perhaps with the increasing ability to enjoy these mental images of the amusing the student may increase in his power to picture the serious more vividly.

At the beginning the teacher must make it clear that humor is for the enjoyment of the class and himself and not merely a medium for him to show his cleverness. Any suggestion of attempted superiority may be avoided by his often making himself the object of his humor and by indicating that he himself enjoys the types of humorous devices current among his students.

In fact, he should teach (in all truthfulness) that true humorists are eclectic, that the man who revels in James Thurber and P. G. Wodehouse delights also in the quips of Touchstone, the bewilderment of Mr. Pickwick, and the fantastic misunderstandings of Li'l Abner.

He should also encourage the attitude that actual silliness is rare and not to be feared, for a normal mind that has thought of something "funny" to say can usually say it in such a manner as to reproduce the same response in other normal minds. But even the "flatness" of some jokes can be rewarding, he should point out, and it is often a pun's "awfulness" that gives it charm.

He may introduce the students to many sources of humor previously neither recognized nor used by them: the pun (I offer five points on the next test to anyone who catches me in a pun) and various forms of the *double entendre*; the dangling modifier, omnipresent in daily life and in even the best literature (In O. Henry's *The Last Leaf* the hall has a shaggy eyebrow); the ridiculous carelessness of blind alliteration

and accidental rhymes apparent everywhere, especially in hastily contrived headlines (my favorite: "Furnace firm head found dead in bed"); Spoonerisms (When I recently attempted to read, "Whose wrinkled lip and sneer of cold command," Ozymandias turned out to be wearing a "wrinkled slip." Naturally, I could apologize only by admitting that the thing had crept up on me underwears); the suggestiveness of juxtaposition; the amazing impressions afforded by lack of transition between ideas. In all of these, the students become accustomed to examining words and sentences for sound, meaning, appearance, and relation of ideas.

Do I have to suggest, then, that humor teaches not only by enticing but by making critical?

A critical attitude toward literature as well as toward language may also be a product of the application of humor. I put almost no restriction upon the types of books to be reported upon in my classes. But I do take pains to caricature early in a course the dusty triteness of the western story, from its gray-eyed, narrow-hipped hero and his two pearl-handled revolvers to the ever-present "rustling," which centers about a mysterious (to absolutely no one) "Hidden Valley." The who-done-it can be almost as severely and successfully derided, with its scientifically exacting and incapable detective, its bungling constables, its lovely but suspicious and suspected heroine, and its gentle-mannered and "least suspected" culprit.

Few students have the courage to face a class with a report on a book of the sort which is considered such a classroom joke that the other students turn to smile knowingly at the teacher when the very title is mentioned. Of the 2,311 book reports I

EDITOR'S NOTE

Mr. Warren calls for an abundance of wit and humor in the classroom, both as an aid to learning and just for fun. But some readers may protest his assumption that humor is "most gloriously the province of the English teacher." Many a teacher provokes hilarity during a session on squared hypotenuses, or incites giggles over the home ec. mixing bowls. Therefore let all teachers read this article and be ready to greet the next class with, "As I was coming to school this morning I met two Scotchmen—" Mr. Warren teaches English in Brown High School, Atlanta, Ga.

received this year, not a dozen were of the kinds noted here.

Perhaps while the benefits of humor are apparent to them, many teachers are fearful of indulging too freely in what may be injurious to classroom discipline. I have found that this fear is largely unwarranted and, in fact, that humor is the best antidote to the urge to misbehave. If the misbehavior is youthful sadism, it loses force entirely against good nature; if it is exhibitionism, it collapses shudderingly when outshone by the wit and sarcasm of the teacher. And, if the teacher can make the class laugh at such misconduct and its perpetrators, his triumph is complete and their cure not too distant.

I usually announce to a class that no one will find it necessary to "cut up" that semester, that I intend to be quite funny enough for the entire group.

Teachers need a philosophy of laugh and let laugh.



It would make an interesting subject for investigation to discover whether any examination has ever been regarded as fair.—I. L. K. in *School and Society*.

"AM I NORMAL?"

Biology students want to know

By

LORENZO K. LISONBEE and ALEXANDER FRAZIER

ONE OF THE greatest tasks of adolescence is adjustment to the realities of the ever-changing physical self. Youths grow and mature with no conscious effort on their part; they are as unattached spectators watching amazing and unexplained forces slowly remodeling their bodies and even their minds.

Some adolescents understandingly let time take its course, with their great faith in future evolutions enhancing their prospects for maturing into well-adjusted adults. Others, seeing friends and classmates reach points in maturation beyond them, become distressed and alarmed. They may feel that nature is not doing them justice, that perhaps she has forgotten them. Youth may develop an extreme fear of being out of step in the growth process.¹

The possibility that some part of the developing body may be abnormal is another source of worry to adolescents. They may become convinced, for example, that their mouths protrude beyond normal proportions, that their ears are too large or necks too slender, that the bumps behind their ears are portentous of mental ailments, that their legs are too long and spindly, that a pimple on the nose is noticed adversely by everyone within visual range, or that they are generally mishapen.²

¹ Caroline Zachry with Margaret Lighty presents fully the problems of adolescents in adjusting to physical changes in *Emotion and Conduct in Adolescence* (New York: D. Appleton-Century Co., Inc., 1940), particularly in Chap. 2, "Changing Body and Changing Self."

² A statistical summary of such concerns for one adolescent group is included in "Adolescent Problems Related to Somatic Variations," by Herbert R. Stolz and Lois Meek Stolz, Chap. 5 of the National Society for the Study of Education's Forty-Third

It was an awareness of these concerns of youth that led to revision of the unit on heredity in high-school biology which is described here. By drawing directly upon the uncertainties of students about growing up at a proper rate and toward an acceptable norm, we felt that greater interest would be created in understanding hereditary influences upon growth and maturation and that better adjustment to growth changes would be fostered. An effort would be made to show, among other things, that maturation has a definite course and is guided by hereditary factors to a successful conclusion, that young persons with very few exceptions do develop normally, that the fears of most adolescents in these respects are common to most youth, that no two persons are exactly alike, and that being different from others is normal.

In order to determine whether the degree of interest in the personal-adjustment aspects of heredity warranted such an approach, a checklist of what seemed to be important aspects of the study was compiled and administered to 389 biology students in the school. Instructions on the checklist read: "If you have wondered at any time about the part played by heredity in any of the following, please check."

The tabulation of the responses follows:

<i>Degree of Interest in Aspects of Heredity as Expressed by 389 Biology Students</i>	
	<i>Per cent</i>
1. Temper	54
2. Insanity	52
3. Personality	49
4. Intelligence	47

Yearbook, Part I: *Adolescence* (Chicago: University of Chicago Press, 1944).

5. Body build	41
6. Height	40
7. Color of hair	36
8. Cancer	35
9. Deformities	34-7
10. Color of eyes	34
11. Facial features	33
12. Special abilities	33
13. Color of skin	31
14. Birthmarks	30.8
15. Alcoholism	26
16. Heart disease	26
17. Venereal disease	23
18. Leukemia	21
19. Glandular defects	20
20. Color blindness	18
21. Tuberculosis	17
22. Albinism	16
23. Anemia	16

More than 50 per cent of the students were interested in problems of personality (including insanity and temper) and intelligence; and physical features—color of the skin, eyes and hair, facial features, deformities, height, body build, and birthmarks—concerned 30 to 47 per cent of the 389 students. A personal-adjustment approach to the study of heredity probably seemed to be justified.

The next step was to collect specific problems from the students. Each student was given five sheets of paper, note-pad size (4" by 6 1/4"), and was asked to write on each sheet one question that he would like discussed in the unit on heredity. All students had at least two questions to ask and most of them five. Since each question was written on a separate sheet of paper, it was a simple matter to sort them according to common topic headings. As compiled and edited, these were then mimeographed so that each student would have a copy.

The questions asked were revealing. In addition to showing considerable grasp of the principles of heredity, already drawn from the study of biology and general experience, the questions made it plainly evident that many of the problems were personal in nature. The categories used for classifying the problems were race, abilities, health and disease, physical development and resemblance to parents, and miscellaneous questions.

When the subject of heredity was for-

EDITOR'S NOTE

High-school students are beset by multitudes of worries about their growth and maturation—their physical features, their personality, and their intelligence. They wonder and sometimes grow alarmed at what heredity may be doing to them. The authors found just how widespread such fears were among almost 400 biology students in North Phoenix High School, Phoenix, Ariz. This article explains an experiment in wholesale worry banishing for the students through a unit on heredity. Mr. Lisonbee is chairman of the biology department of the school. Mr. Frazier is curriculum consultant of Phoenix Union High Schools and Phoenix College.

mally introduced to the class, the mimeographed compilation, entitled "Student Questions on Heredity,"¹ was distributed to students with the explanation that these questions that they had wanted discussed and answered were to be those around which the unit study would center. It was also explained that since everyone could not go into the study of all questions thoroughly, each student should choose one group of questions to work on with other students having the same interests. Each committee would then prepare a joint presentation to the class.

After groups had been formed, time was given in class to organize study approaches within the groups. Committees were given several days in which to prepare their presentations. Meanwhile, the major portion of class time was devoted to study of the Mendelian principles and other formal phases of the subject.

¹ Copies of this compilation may be obtained from Lorenzo K. Lisonbee, North Phoenix High School, 1101 East Thomas Road, Phoenix, Arizona.

When the time came for study group reports, the various laws of heredity were understood well enough so that many answers to questions were obvious. Other questions, however, caused a great deal of discussion, leading in a number of instances to further investigation and reporting.

During the committee reports, personal-adjustment problems were kept uppermost in the mind of the teacher. Whenever possible, discussion and problems for continued investigation were guided in this direction by the teacher. For example, one student question discussed by the study group on health and disease was "What makes people and animals freaks?" The group gave full explanations of the causes of freaks, sports, and mutants. The discussion might have closed there, but the teacher guided discussion further by asking:

What is meant by freakishness?

Do you think that people, especially young persons, may think at times that they are freakish when actually they are not?

Have you ever felt that your nose is too big, lips too large, teeth too protruding, head too small, or feet too large?

Reference was made to George Kisker's article, "How Do You Really Look?", as condensed in the April 1948 *Science Digest* (available in the classroom), in which the idea is developed that we do not appear to others as we think we do and that human behavior is influenced by the mental picture each has of himself.

In the course of this discussion, certain generalizations were brought out: (1) It is normal to be different from other persons; no two people are exactly alike. (2) People, especially the young, often get notions that they have physical features that seem to them misshapen or freakish, when actually there is nothing abnormal. (3) Young persons often worry about these things because they think other people notice and think about them, whereas actually other persons are never too concerned about

another's looks. (4) The things about us that others notice are our friendliness and general personality. Therefore, we should not worry too much about our physical appearance.

During the report of the group on abilities, a great deal was said about intelligence. Typical student questions considered were:

If the first child in a family is a moron, will later children be morons?

What may cause the birth of an idiot?

If a person who isn't bright marries a person who is average in mentality, will their children be average, stupid, or bright?

I know a case where the parents are not intelligent at all, but the children are very intelligent. Why is that?

Is it true that if a woman has a baby after 35, it will be either very bright or very dull?

At the opportune time, the teacher broadened the discussion by asking several leading questions. One was "What is intelligence?" An attempt was made to bring out the relative nature of intelligence. All normal human beings have been given powers of reasoning, making choices, and originating new ideas, which set man apart from other animals. The differences among individuals spring from differences in kind of intelligence as well as from differences in degree.

Another question helped point up this generalization: "What relationship is there between happiness and success and degree of intelligence?" Measurable intelligence, as we now know it, may not be more important for success than learning to get along with others, developing the abilities one may have, and using these abilities for serving society.

In another area, that of physical development and resemblance to parents, sample student questions included these:

Why is it that in some families one member grows taller than another?

If the father is tall and the mother is short, which is the child more likely to be, short or tall?

If both father and mother have dark brown or

black hair, why does a child have blond hair?

My younger sister is taller than I. Am I a freak?

Among the generalizations which emerged from the discussion as guided by the teacher were several that bore directly upon possible personal-adjustment problems: (1) Stature and build are determined not only by heredity but also by environment, especially by nutrition. (2) Hereditary factors do account for family resemblances in stature, appearance, and ability. (3) The rate of maturation is greatly influenced by heredity. Members of some families mature more rapidly or more slowly than other families. Members of the same family, however, often do not mature at the same rate, also because of hereditary factors. (4) Unless they are affected by glandular imbalance, all human beings eventually mature into adulthood. Young persons who have reason to question the proper functioning of their glands may wish to con-

sult the family physician. However, for slow-maturing persons, patience is necessary; nature sets its own pace.

Adolescents do have personal-adjustment problems in the area of maturation that may be related to the study of heredity. This report of one such attempt to provide such a relationship has been built upon several devices. First, students were given an opportunity to work in study groups of their own choosing on problems of personal interest to them. Second, they were given a chance to discuss and clarify their findings with others and with the teacher through committee reports. Third, building upon personal problems was used to add motivation to a thorough study of the fundamental biological findings on heredity. Locating and clarifying personal-adjustment problems might well be extended as an approach to the study of other major areas of life science.



No More Book Reports on Murder, Detective Stories

"No more book reports on murder mysteries and detective stories."

These words surprised even me as I uttered them, for I had always allowed students to select the books they would enjoy, knowing that I would try to guide them gradually into a choice of better literature. Many fiendish plots had been discussed as students told of their favorite horror and murder stories.

Lately, however, hearing the gruesome stories from these teen-agers had seemed to have a sinister significance.

Newspaper and radio news reports filled with accounts of teen-agers involved in all manner of crimes led me to question whether books elucidating crime were fit reading material for young people.

At first these news stories involved characters remote from me and the many fine young people in my classroom. These young criminals in the newspaper accounts were no doubt pathological cases. Then one of my own boys was convicted of robbery and spent weeks in the Los Angeles city jail awaiting trial.

He was a boy whom I had had in classes for

three years. I had watched him develop into a fine-looking young man of unusual assurance and ability. . . .

His friends told me how it had happened and what had probably led him into committing the crime. . . .

Hadn't they heard the details every night on the radio as they tuned in on their favorite murder mystery or crime-detection program? Or they frequently witnessed it at the movies, passionately portrayed by their favorite stars. And, for further enlightenment, they could read about it step by step in the many lurid mystery stories they chose to read.

Anything that so fills one's mind is likely to have an influence on one's actions. Probably not on the strong characters and the well-ordered lives, but there are plenty of young people outside these categories. . . .

Surely in all our heritage of literature there are more wholesome themes, and many that are as gripping. That is why I shall continue to say, "No more book reports on murder mysteries or detective stories."—FLORENCE PETERSON in *Sierra Educational News*.

JUNIOR HIGH ATHLETIC LEAGUE

*Compton's plan
is successful*

By
KENNETH W. MASON

CONTROVERSY HAS RAGED endlessly concerning the desirability of interscholastic athletic programs—particularly in junior high schools. Tremendous success has been attained in a well-organized and properly supervised program of interscholastic athletic competition in the five junior high schools (grades 7, 8, 9, 10) of the Compton Union Secondary District, which is located in Southern California between Los Angeles and Long Beach. The district includes five communities, three of which are unincorporated, with a combined population in excess of 150,000.

In each community a separate elementary district operates schools for the first six grades, while the secondary district maintains one junior high school, or, as the administration prefers to call it, a transition high school.

In 1930, when the five schools were built and the 6-4-4 plan was put into effect there was a very definite need for an athletic program for the ninth and tenth graders, now moved down from the traditional four-year high school located at Compton. As a result the High School Athletic League was formed, and athletic activities were also provided for the two lower grades, seventh and eighth, on a more or less trial basis.

After nineteen years, the administration and those closely associated with the athletic program in these five schools are agreed that it has been carried out successfully and with great benefit to those who have participated. It also has done much to cement the district together and has built better understanding among the students of the five communities.

Down through the years the dominating policy has been to provide wholesome athletic competition for boys, with absolute control of the program so as to prevent any possibility of exploitation. We realized at the outset that to justify a program of this type in junior high schools the old bugaboo prevalent in athletics—to win at all costs—must be non-existent. At the same time the problems of eligibility, ill-feeling between schools, and all the other evils of interscholastic competition have been faced and overcome.

Here is a brief explanation of the organization and administration of the league which has functioned so successfully:

The High School Athletic League is composed of the five schools of the Compton Secondary District and has been in existence since the inception of the 6-4-4 plan in the fall of 1930.

The affairs and policies of the league are determined by the administrators and coaches in league meetings, and each school is entitled to one vote. Officers are elected annually, the president and vice-president being chosen from the ranks of the boys' vice-principals. The management of the league is the responsibility of K. W. Mason, supervisor of high-school athletics, who is also the secretary of the league. The presidency is rotated among the five member schools.

Each school is provided with the services of three coaches, one of whom is appointed athletic chairman. In this capacity he supervises the athletic program of his school, assumes responsibility for the athletic supplies and equipment, and recommends to

the principal the coaching assignments of the three coaches.

There are eight coaching assignments at each school. One coach is assigned to each of the football, basketball, and baseball teams, while another coach handles the combined track teams, and the third coach the two tennis teams. The athletic chairman coaches two teams in addition to his supervisory work, and his two assistants coach three teams each. For this work each coach receives \$150 per assignment. Thus each man receives \$450 in addition to his yearly contract salary for teaching.

All competition in the league is divided into two divisions, senior and junior. The senior teams are composed of the ninth- and tenth-grade pupils; the junior teams include seventh- and eighth-grade pupils. Each school is represented in all sports with a team in each classification.

At the present time five sports make up the athletic program of the league, as follows: Touch football (juniors), tackle football (seniors), basketball, tennis, track, and baseball. One round of play, wherein each school meets the other four once, is played in football, tennis, and baseball, while two rounds of competition are scheduled in basketball. Four or five weeks are devoted to dual and triangular meets in track, but the important event in this sport is the All League Track and Field Meet held at Compton College each spring, with all five schools competing for the championship.

In addition to the regular schedules in all sports two carnivals are held each year, a football carnival and a basketball carnival. These events are staged at Compton College, and all five senior teams and the jayvee team of the lower division participate. The six teams, divided into two groups, vie for honors in the competition. An admission charge or donation is collected, and the profit is divided equally among the five schools after expenses of the event have been deducted.

All junior games and matches are sched-

EDITOR'S NOTE

"As there has been so much said pro and con concerning interscholastic athletics in junior high schools," writes Mr. Mason, "and since we have had so much success with our program, I thought CLEARING HOUSE readers might like to have a report on the organization that has made our junior-high league effective." Mr. Mason is supervisor of high-school athletics in Compton Union Secondary District, Compton, Cal.

uled for Thursday afternoon. Senior games and matches are played on Friday afternoons. In both instances the games start at 3:30 P.M. after school is dismissed. All teams except tennis are transported for league games by school bus.

An athletic protection fund has been established by the league to assist parents in the payment of medical attention for athletic injuries sustained by their sons in practice or league competition. Each boy is required to pay one dollar per school year and to become a member of the fund before he is permitted to become a candidate for the team or participate in any sport. No guarantee is given to the parents that their medical claims will be paid, but they are told that the fund will pay all claims insofar as money in the fund is available. After three years of maintaining this fund, all claims have been paid in full and a sizable reserve has been established in a local bank. A committee composed of the director of high schools, supervisor of high school athletics, president of the athletic league, and the athletic chairman of each school consider the merits of all claims and determine their validity, and approve all receipts and disbursements of the fund.

In order to make it possible for more boys to compete in the activities of the league, a limitation is put on the number

of sports in which a boy may compete. He may not play in more than three sports in any one year and may compete in football, tennis or basketball, track or baseball.

Trophies are awarded to championship teams and become the property of the school winning the championship three times. The cost of the trophies is borne equally by each school. The athletic achievement trophy, a large wooden plaque, is kept for one year by the school with the best all-round performance in the five sports during the previous year. Points are awarded on a basis of 5-4-3-2-1 for the place in the league standing at the end of the season for each sport.

Some of the most important policies that have been adopted by the league follow:

1. All candidates for teams must be given a physical examination. This is done by the district doctor for the five high schools.

2. Teams may not play practice games with a school outside the district on the latter's home grounds.

3. Team or individual practice, and

games, must be held on school days only, and all practice must terminate so that students are off the grounds by 6 P.M.

4. Eligibility of athletes is determined by each individual school and citizenship is regarded as the governing factor rather than scholastic attainment.

5. No school may purchase or award sweaters to championship teams, but is limited in the matter of awards to felt or chenille letters.

6. The real values to be gained from athletic competition are emphasized rather than the undesirable aspect of winning at all costs.

Good sportsmanship is evident in all competition, and on the whole, the athletic program in the five high schools of this district has been unusually successful. It has gone a long way to unify the students of the five schools through wholesome and friendly athletic competition, which in turn has done much to solidify the unity of the patrons of this district, particularly those parents whose sons participate in the program.



Suggestion for American Education Week

By ELIZABETH A. CONNELLY

Oh, there are many things that we can schedule

For every day of Education Week—

A musicale to stir the very rafters;

A program where young orators all speak;

An Open House to add to the confusion

With parents milling round with but one aim,

To see one child—their own—outshine the others

Or grimly hold the teacher up for blame.

Oh we can make the week one jolly madhouse,

But I propose instead: Let's celebrate

(I'm radical, I know) in unique manner—

For one short week, let's all just EDUCATE!

Make Your Own

SOUND MOVIE!

*The 10 steps and
some short cuts*

By
CARLOS DE ZAFRA, JR.

MR. WILLIAM A. HOWE, principal of East Evening High School, Rochester, N.Y., was lamenting the gap that exists between pupils who leave Day School and the adult educational opportunities of the Evening School's program.

"Why not make a movie of the unique set-up we have here and take the story directly to the high-school pupils?" I asked naively.

"That's out of the question. I am told that such a film with a sound-track commentary would cost a thousand dollars."

"Nonsense!" I brashly retorted on the strength of having made a 15-minute school film (without the sound track) some ten years earlier. "We could produce it ourselves for the cost of the film. Five hundred feet at \$6.50 a hundred would be \$32.50. As for the equipment, we can borrow it—and we'll have a 'sound track' too!"

"If you think you can do it, go ahead," was the completely unexpected reply. With that I was in the movie-production business.

Analyzing our experience in producing this 18-minute film of East Evening High School, we found that we went through the following ten steps:

1. *Determining the theme of the film:* Was it to be an all-inclusive "What We Do at East Evening High," or a more specialized "Our Non-Academic Subjects"? We made a tentative list of the scenes to be taken, including an interest-arousing introductory shot and a summarizing closing shot.

2. *Selecting the hero and heroine:* Because we felt that audience-appeal would be increased if there were continuity in the

form of recognizable characters appearing throughout the otherwise somewhat unconnected shots, we selected a hero and heroine who were photogenic—not in the sense of being streamlined Hollywood beauties, but in the sense of being definite and appealing personalities as registered by the camera.

3. *Arranging for details:* In our case this involved enlisting the services of a cameraman, buying five 100-foot reels of super-sensitive 16mm movie film, and borrowing from any conceivable source (*i.e.*, teachers, Board of Education, students, friends) the following items of equipment: A Ciné movie camera with an f 1.9 lens, a light meter, two 1000-watt photoflood lamps, two 50-foot extension cords (each photoflood lamp should be plugged into a different circuit so as not to blow a fuse), a tripod, a film-splicer with mounted viewing-box, and a magnetic-tape recorder and play-back machine (a magnetic-wire machine would be just as good). We also enlisted the aid of two boys to move furniture and equipment as needed, and notified selected classes as accurately as possible as to when to expect us to take pictures of their presentation.

4. *Shooting the scenes:* We covered from six to eight classrooms with each 100-foot reel of film, and kept an accurate "shooting record" of the sequence in which shots were actually taken. This sequence was entirely a matter of convenience and had no relationship to the sequence in our finished production. Each reel was mailed out for development and printing as soon as completed, since the shooting extended over several weeks and we wanted to see our progress as we made it.

5. *Analyzing the reels as returned:* It took about one week to get a reel of film processed and returned from the company that manufactured it. It was then viewed by our picture-making team with an eye toward improving later reels. Notes were made of any cutting that we thought advisable.

6. *Preparing the sequence and the titles:* After familiarizing ourselves with the reels as developed, and with the help of our "shooting record" to be sure that all shots were accounted for, we next determined the sequence of shots for the finished film. This step was done with an eye for variety and balance in the film as a whole so that sustained audience-appeal would be at its maximum. Since the wording of the titles seemed so integral a part of building the desired sequence and continuity, these two steps are here listed as one. Our film consisted of 27 pairs of titles and their shots. When this final "editing sequence" was determined and recorded, the number of the reel and the number of the shot within that reel was noted for each item in the "editing sequence" with the help of the "shooting record" (e.g.: Reel V, shot 6; Reel II, shot 4). This detail greatly facilitated the editing process in step 8.

7. *Filming of titles:* The fastest, least expensive, and most appropriate way to make titles seemed to us to be with white chalk on a blackboard. We therefore fastened the camera to a tripod, measured accurately the distance from lens to blackboard once we had found the optimum distance, and set the focus accordingly. It was then simply a matter of lettering one title after another, and filming each for the length of time that it took one of us to read it through twice aloud.

8. *Editing of the film:* The cameraman and the director were the logical ones to do this important step together. First, we fastened a tightly drawn stout wire at a convenient height above the floor in a room with adequate floor space. On this "clothes

line" we fastened two-inch pieces of pliable copper wire bent into hooks, for suspending strips of film through their perforations. After we cut our reels into as many sections as we had different shots, we suspended these shots on our "clothes line" in exactly the same sequence as our "shooting record" indicated. The several shots from each reel were separated by a marker.

Then, with one of us seated at a table with the splicer, and with the other supplying the splicer with titles and shots taken from the "clothes line" in the sequence specified in our "editing sequence" (as prepared in step 6), it was a matter of but half a day to build our final reel of film. It was during this process that deletions from various shots were made (as had been noted in step 5). Projection of this final version of the silent film with an eye to last-minute improvements in editing was essential before we started to record a "sound track."

9. *Recording of the "sound track":* The silent-film projector that we used with this film has a speed-control knob, and after the machine had been thoroughly warmed up (so that its speed would not increase as the film was being projected), this knob was set at medium speed and left untouched during the recording. After starting a magnetic-tape recorder simultaneously with the film on the projector (the starting positions of both the film and the tape—or wire—should be carefully marked so that they can be re-set there for later projections), I now used the microphone of the recorder to explain and "tone up" the shots being projected onto the screen. The narrator's voice should be completely silent during the projection of titles. This first recorded version captured some spontaneous phrases, gave me experience for recording the final version of the narration, and provided a point of departure for perfecting that final version.

The writing of a definite script to accompany each shot between the titles was done by synthesizing what was said spon-

taneously on the first recording (the narrator may play this back to himself a sentence or a section at a time) with any other special phrases or thoughts that I wished to include. This written script for each shot must be geared to easy rendition within each shot's time limits so that the narration will begin immediately after a title appears and stop immediately before a new title is shown. This provides constantly-recurring chances for the projectionist of the finished product to check his synchronization of film with sound. If there are musical recordings or other appropriate sound effects to be brought in, allowance must be made for them.

Once our final script was ready, we recorded the second and improved version of our "sound track." I operated the recording machine alone, but needed a helper to start the projector simultaneously and to be ready with the added "sound effects" at precisely the right moment for the microphone to pick them up. This projection was made in sufficient light for me to read the script while timing my wording with developments on the screen.

10. *Presenting the finished production:* Once our script was satisfactorily recorded (after three tries), the entire production was ready for presentation before audiences. We found that if our projector was not set too far back in an auditorium, a 1,000-watt bulb produced a sufficiently large and sharp image on a theatre-size screen. An auxiliary amplifier provided more than sufficient volume for the "sound track." We also found that two operators are necessary for a perfect presentation—one for the playback machine and one for the projector.

If the projectionist points a lighted flashlight toward the sound-machine operator when the auditorium lights are "doused," and if both start their separate machines immediately after the flashlight goes out, pin-point synchronization is assured with but a little practice in manipulating the speed-control knob on the projector.

EDITOR'S NOTE

Recently Mr. de Zafra produced an 18-minute sound movie to publicize the work of East Evening High School in Rochester, N.Y. The cost of the film was so low, and he and his crew enjoyed the experience so much, that he wants to tell you all about it. He explains in detail the ten steps in the production of the movie, made with borrowed equipment. Mr. de Zafra, who is a social-studies teacher at Marshall High School, Rochester, N.Y., during the day, and the guidance counselor at East Evening High School during the evening, was originator, script writer, director, and narrator of the project.

The benefits of such a school-wide project, as I see them, are these:

1. It acts as a motivator for much individual and class work, for pupils and teachers together can plan activities and projects for the camera which are most representative of the work of that group and of the school as a whole.
2. The undertaking promotes intramural cooperativeness as only a school-wide, creative project can. Such creative cooperativeness is the soil out of which other school-wide enterprizes may spring.
3. It promotes pride in one's school almost as a by-product of a justified sense of communal accomplishment.
4. A film which captures the essential atmosphere and philosophy of a school can do much to further both inter-school understanding (which was our specific purpose in this present project) and parent and community relationships. It can do this more efficiently and effectively than actual visits to the school by such "outside" groups during the school's working hours, or can well enrich such visits.

5. It provides a memorable and psychologically beneficial experience for each individual pupil through his appearance "in the movies."

6. By its very nature, this project produces a documentary film whose historical and nostalgic value will inevitably increase with every passing year.

7. Such a project is surprisingly inexpensive. Our total cost was \$32.50 for the film—plus an unexpected \$5 to repair a hole inadvertently suffered by the hero's trousers.

The total working time required from start to finish of our project was in the

neighborhood of fifty hours. Doubtless our finished product is far from perfect, but from the comments of hundreds of faculty members and students who have seen the results, and in the words of our severest critic, the project was successful "beyond all expectations." The experience of creating such a production has been in itself its own reward for both the cameraman and the director, and all of us who were engaged in its production most sincerely and heartily commend a similar project to every secondary school or superintendency of any size.



Volunteer Student Social-Service Project

If awareness of civic responsibility as an ideal of citizenship is to be inculcated in our students, they must be taught to feel themselves a part of the community. Such was the conclusion reached some eight years ago by the social-science teachers of South Philadelphia High School for Girls.

How was this awareness of civic responsibility to be developed? The answer was found in a plan for voluntary service in the social and public agencies of the community. Students placed in these agencies two or three hours a week would serve the two-fold purpose of giving help where it was sorely needed and of acquiring for themselves a consciousness of their duty to contribute something to the community institutions which did so much for them and for their families.

During the early days of the project, we made many mistakes. At first the students themselves went to the agencies and volunteered their services—thirty-five the first semester, eighty-five the second. Some of the agencies took more girls than they could use, and frequently students were doing work for which they were not qualified and which they did not like.

As the result of experience, however, we have developed a fairly satisfactory system. About ten days before the beginning of each semester, we send a requisition blank to the social-service agencies in South Philadelphia with a request that the blanks be filled in and returned by a specified date. With this information before us, we are able to list each agency's requirements on a separate card which we place in a loose-leaf folder. On

each card, opposite the explanation of the kind of work needed and the time it can be done, are ruled spaces. During the first week of the semester, this folder of cards is sent to the social-studies classes and the students, with the teachers' help, examine the available jobs and sign their names in the blank spaces on the cards.

Meanwhile, the students receive application blanks. On these they indicate their special interests and the hours they are free to work. Each of these blanks is signed by the girl and her parents. The blanks also contain a letter of introduction to the agency, as well as space for an attendance record.

With these two sets of forms—one from the agencies, one from the girls—we are able to match the requests of the agencies with the interests and aptitudes of the students, and if a girl has chosen her work unwisely we are able to talk with her before any harm has been done. On the whole, we feel that we have managed in this way to simplify what is at best a rather complicated procedure.

The great variety of work offered falls roughly into six classes: nurses' aides in hospitals; library aides; clerical work, including a great variety of jobs from general office work, such as filing, addressing envelopes, and typing, to clipping newspapers; clinical assistants to dentists and doctors in social agencies; receptionists in hospitals; pure social work with children's groups, such as story-telling, play supervision, arts and crafts, and day nursery assistants.—EMMA L. BOLZAU and EMILY D. STEVENSON in *Social Education*.

Hope for the Marginal FAILURES

School's "extra days" allow them to earn a passing grade

By
J. M. HORST

TO PASS or not to pass—that's the question. What is to be done with those pupils whose final grades are just a few points below the border line?

The fair-minded teacher has compunctions in failing them, knowing that by the expenditure of a little more time and a little more effort they might have been saved. On the other hand, the donation of a passing mark to the undeserving is a betrayal of the confidence of those students who have done a job well enough to merit a passing mark. This problem brings on the annual headache, endemic only to teachers.

To eliminate, in part, my annual headache, I have adopted for the past two years a plan that has relieved the pain without stinging the conscience.

At the end of the year's classes in our school, a few days remain in which there is time to dispose of all the many innocuous but annoying chores. The halls are empty of hurrying and chattering boys and girls; the bell rings unheeded now; the "extra days" have serenity and peace.

It is at this period of time that those failing pupils may come to my classroom for a full day's uninterrupted session of English. (If the laboratory work in the sciences can be worked off, why can't deficiencies in English?) They concentrate their efforts upon only one subject for as many hours as are needed to complete the task.

If reading has been the weakness, assigned stories and essays are read and quizzes on speed and comprehension are given. If spelling and vocabulary have been the troubles, exercises and drills are the

solution. If paragraph or theme writing are the problem, then paragraphs and themes are written. If the causes for the failures are the result of a combination of faults, work in various phases of English is assigned. Many problems are solved, and some weaknesses are corrected.

With a time span of one to four days, which allows one to twenty hours of intensive work in one subject, many tasks can be completed. Each student need complete only that block of work in which he is weak. Then, after he has finished his various jobs, he must pass through a barrage of tests. If his passing mark is approximately five per cent higher than the school's passing grade, he can call his work for the year at an end. The pupil should then have learned something—if not subject matter, at least a precept in the art of living, that all things in this life exact payment.

Success in the job, however, does make

EDITOR'S NOTE

The students who fail in a course by the barest margin—by just a few points—must weigh upon the consciences of many teachers. A very little additional coaching would push them over the arbitrary line between passing and failure. But such students at Allentown, Pa., High School have a chance, because the faculty is on duty for a few "extra days" after regular classes end. Mr. Horst, who tells the story, teaches in the school.

certain claims upon the teacher. First, the fact that a pupil spends several additional hours in the classroom is no guarantee of the receipt of a passing grade. Then, too, the teacher must organize the necessary materials and arrange a schedule. If the instructor will do this and respect the integrity of the pupils by allowing them to check one another's work, a large part of the problem is solved. Last, a willingness to

expend extra time and energy plus a desire to help and not hurt, to pass and not fail—what teacher is not desirous of this?—are a requisite.

The results will justify the little effort expended. By concentration of effort and time some good is accomplished; more, in fact, than seemed possible at the first attempt. And then, what is more satisfying to the individual than to see a job well done?



* * *

FINDINGS

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RELIGIOUS EDUCATION: Some 73% of U. S. public-school systems did not have any program of religious education during the 1948-49 school year, according to reports of 5,100 superintendents of schools in a survey conducted by the National Education Association. Some type of religious instruction was being given in 27% of the school systems, 61% had never had such a program, and 12% had tried one or more types of program but had given them up. Religious-education programs were reported by 46% of systems in cities of more than 100,000, but by only 17% of systems in communities of fewer than 2,500 population. Of systems reporting such programs, 15% allow the use of classrooms during school hours, while the others have released-time plans, or allow use of classrooms after school. In systems that have religious education, only 14% of the students take part in the program.

RESEARCH: Do administrators find educational research reports practical and useful? "No," chorused some two-thirds of the 52 administrators who cooperated in a study reported by Loaz W. Johnson in *Butte County School Bulletin*. Only 35% of the administrators are satisfied with the contributions of educational research workers. Ac-

cording to 77% of those responding, research reports are too formal, involved, and foreign to practical school needs. Some 61% felt that educational research is conducted under ideal or unique conditions that make the findings of little value to them. What the majority of the administrators would like from research workers is more practical research, and brief reports of the findings stated in simple, everyday language. Many research people will consider this an outrageous demand.

PHYSICS MERGER?: In 1900, some 19% of high-school students took physics, says Philip G. Johnson in *School Science and Mathematics*. But enrolment in physics declined steadily until 1934, when only 6% of high-school students took the subject. The downward trend continued until World War II, when a small rise in physics enrolment occurred—but since the war enrolments again have declined. High-school botany and zoology were suffering similar declines until they were merged in biology courses and dropped as individual subjects. Perhaps, suggests Mr. Johnson, a merger of physics and chemistry courses is the solution.

BUSES: The largest school transportation system in Texas is that of the Edinburg Consolidated Independent School District, says Richard Liljestrand in *Texas Outlook*. The district maintains 42 buses that travel about 1,600 miles every school day, carrying some 1,750 students. The longest route in the system is 102 miles round trip, and the shortest is 16 miles. The buses' routes are 83% dirt road. To maintain the buses, the district has its own repair shop, staffed by two mechanics and two helpers.

EDITOR'S NOTE: Good, bad, indifferent or important, there is a great amount of counting studies and other research going on in the field of education. We think readers will be interested in brief, unqualified summaries of some main points in some of the findings. Lack of space prohibits much explanation of methods used, degree of accuracy or conclusiveness, and sometimes even the scope of the study.

Muddletown Meets the CHALLENGE *of the* ATOM

By WENDALL W. HANER

HELEN HIGHWATER, president of the Muddletown PTA, stood up and rapped for order. The volume of chatter increased a bit to meet this new competition, but gradually the shrill voice of the chairman made itself heard above the din.

"We—ah—we *must* begin our meeting. I want to welcome you all and to tell you how glad I am to see so many new faces. Cosmetics do work wonders these days, don't they?"

"We will start with roll call. The prize for the grade with the most parents here today is a chrome-plated umbrella stand which the children may have for their very own. And we are so eager to find out who will win it. Please rise as your child's grade is called."

There followed a period when the surging mass of mothers—and a few forlorn fathers—rose and fell in rhythmic waves as it stood to be counted and classified. Gradually the president became aware of one portly figure standing motionless as the others alternately stood and sat, and she looked up to see a woman known to her only as "Mrs. Grimm" towering above the crowd.

"Er—ah—Mrs. Grimm, are you reporting for all the grades today?" she queried.

"Madame President," replied the unmoving Mrs. Grimm, "I have eight kids and a severe case of rheumatism, and I see no reason to be jumping up and down about it."

"Oh, I beg your pardon!" exclaimed Mrs. Highwater. "So few of us could stand for a family like yours. And now how many tenth-grade parents have we with us?"

The census proceeded, with much feverish figuring by two clerks, until at last the

chairman was ready to announce the result. "My dear friends," she trilled, "the contest is very close. The prize goes to the ninth grade by the slender margin of Mrs. Grimm! Congratulations to all the loyal parents of grade nine! The beautiful umbrella stand will be presented to their children's homeroom tomorrow morning." After enthusiastic applause, she continued, "We shall now proceed with the secretary's report. Mrs. Cantrite, if you please—"

Mrs. Cantrite arose, straightened her dress, and began, "Report of the April meeting of the PTA: Because of the repairs on the schoolhouse to remove the red paint splashed on the walls by the eighth graders, the regular PTA session was held upstairs over Klinkenbolt's Hardware Store on April 15th at 3:30 P.M. This room is ordinarily used for hardware storage and our meeting got under way slowly because there were many visitors and the large collection of nuts and queer-looking pans distracted us. Those with constructive ideas found it difficult to secure action, having to get their words through the heads of the crowd, which seemed denser than usual. The congestion cleared somewhat when Mrs. Oldhand made a motion that six kegs of nails be laid on the table, thus allowing several regular members to gain the floor."

"After roll call, the minutes of the previous meeting were deciphered, dissected, and disposed of. Gertrude Pennypacker, our treasurer—although usually unbalanced at this time of year—reported the receipt of \$46.27 through dues, fines, and gifts, and the loss of \$1.52 through a hole in her purse."

"A letter from Ellen Van Winkle, Eng-

lish teacher and vice-president, thanked us for sending flowers during her illness. And a bill for \$95.13 from Mr. Root, the florist, was presented. He enclosed a letter demanding to know when our blooming organization was going to pass the flowerpot so that he could transplant some of our bills to the paid side of his ledger. The matter was referred to the treasurer, who planted the bill among the forget-me-nots in 'bills payable.'

"Mrs. Johnson and Mrs. Tremboski were appointed as a special committee to express our appreciation to Mr. Walker, building custodian, for ordering a school elevator so that our rising generation might come up with less effort than its predecessors.

"The president, Mrs. Highwater, announced that the program for the next meeting would be a group discussion on the topic: 'Will Atomic Energy Be Able to Control Our Children?' She then introduced Professor Dewey Bungle of Weedawdle College, who spoke on the subject, 'In This Age of Jet Propulsion, Stop Trying to Push Your Child!'

"'Jet propulsion is gaining momentum by leaps and bounds,' he stated, handling this explosive topic with complete confidence. On the subject of children, he believes that they are growing in the same way, but, to keep them on the right path, they may need other powerful strokes in the rear from time to time.

"Refreshments consisting of salted peanuts, dainty doughnuts, and candied corn crispies were served by the committee following the speaker's harangue. Respectfully submitted, Agnes Cantrite, Secretary."

Helen Highwater quickly stood and asked, "Are there any additions or subtractions for the minutes as read? If not, they stand approved. Now we have the report of the treasurer, Gertrude Pennypacker."

Mrs. Pennypacker was off like a shot: "I forgot my treasurer's book, but I think I can give you at least some promissory

notes on how things add up. As you know, the treasury has been mainly a sinking fund all year. And after paying our flower bill to Mr. Root, we were completely sunk. But our annual bean supper on April Fool's Day brought in \$92.44. Then \$73.82 and 117 people were taken in at our rummage sale. This includes the 16¢ we got for Mrs. Highwater's ancient hot-water bottle.

"As nearly as I can figure it, we have had receipts totaling \$166.26 since the last meeting, and expenditures of \$25.14, including the \$12 paid to the Farr and Neere Trucking Company for carting second-hand goods and acting as rummage runners for our sale.

"I have also had some trouble, totaling \$1.15. The dollar was left in my coat which was sold by mistake at the rummage sale for a quarter. And I think the 15¢ got lost in the grocery bags when I went to the store for doughnuts. My husband bit on something hard at lunch, but he swallowed it before we could see how much it was.

"This leaves a balance of \$139.97. I'm sorry it came out uneven like that, and if anyone wishes to contribute three cents to make it \$140, I'll be at the door after the meeting."

Mrs. Highwater queried, "Are there any corrections or collections for the treasurer? If anyone wants to make an addition, I am sure Mrs. Pennypacker will greet you at the door with open hands."

"Madam President," the mathematics teacher interrupted, "I think some decision should be made today on what is to be done with this surplus of nearly \$140 in our treasury."

"An excellent suggestion," commented the chairman. "Has anyone an idea on how this money should be used?"

The plump lady in the front row spoke up, "I'd like to buy some large aprons for the members who work on the bean suppers. My new dress was ruined when a tray slipped and slid a salad down the front of me at the last supper!"

A worried-looking teacher suggested, "Let's increase the allotment of milk being given to the youngsters at the lunch hour."

"No!" protested Mrs. Pennypacker. "We pay too high a price for milk now, and I'm not the only one who thinks so. I want you to know that my husband supports me and he doesn't think he gets very much for his money!"

"I'd like to recommend a barbed-wire, electrified fence around the junior-high-school play field to keep the senior-high-school boys from bothering the younger children!" exclaimed an irate mother.

"But I have a son in senior high school and I think an electrified fence is a shocking suggestion," objected a lady near the door. "These ideas are going too far and getting nowhere. Why can't we postpone our decision until after today's program? At the close of the meeting we may have some better ideas." There were no objections to postponing the decision. There was also no further business, and the meeting was turned over to Mrs. Oldhand, the program chairman.

She began by announcing, "Today we have planned a group discussion of the theme: 'Atomic Energy and Our Children. I am sure you have all given this subject deep thought since the last meeting and we shall be glad to hear from you now. I have asked Mrs. Wilson to lead off."

"Well, it seems to me," began Mrs. Wilson, "that our children's lives are likely to be changed tremendously by atomic developments, and we should try to find ways to teach them all we can about these discoveries. Let's discuss ways to interest youngsters in atomic matters."

Mrs. Cantrite volunteered, "We must give them a chance to take a personal pride in connecting themselves with some atomic development. Our milkman's cousin, Horace Tilwiddie, is a friend of the man who drives the station wagon for J. Mortimer Futz, manager of the cafeteria in the building where the first broadcast on the atomic

EDITOR'S NOTE

The Muddletown PTA met to consider the atom. There was fission at the meeting, all right, but any resemblance to atomic energy, living or dead, is purely coincidental. As a Michigan secondary-school teacher, Mr. Haner has been a frequent contributor to THE CLEARING HOUSE. He is now an editor of Row, Peterson and Co., Evanston, Ill.

bomb was made. You should see how proud he is and how interested in atomic progress. Why, even the dullest youngsters are enthused when they can take pride in these matters! Little Joe Nobright brags every day that he knew all along that Oak Ridge was no bluff."

"Madam Chairman," chimed in the lady with the red-white-and-blue hat, "we must show young people the glorious future in government and politics in the coming era. Any remaining isolationists can be put to work isolating electrons from slightly used atoms. And the nation will soon be demanding a reincarnation of Honest Abe, the railsplitter, to be known, perhaps, as Reliable Rodney, the atom-smasher."

A teacher in the third row remarked timidly, "Spelling and reading can contribute a lot, too. Little Polly Parker was so proud to be the first child in the whole junior high school to learn to spell 'uranium' this year. And her favorite story hero is Professor Archimedes Callahan who, she says, gave the anaesthetic to the first atom to have its outer electrons removed."

"No one has mentioned the great opportunities for girls in the study of foods produced by atomic processes," commented Mrs. Wilson. "I read an article the other day which forecast test-tube tidbits in every grocery, and I made some notes from it: 'Activated atoms in asparagus . . . prescribed protons in proteins . . . nourishing neu-

trons . . . Uranium 235 may easily replace Heinz 57 as a food array. Imagine atomically exploded popcorn and pre-bombed puffs browned by molecular motion . . . and tempting tapioca with galloping globules suffering from cyclotron shock . . . electronically split peas . . . to say nothing of dad-blasted spinach! And all guaranteed to eradicate ulcers, diabetes, or the jitters!"

Mrs. Oldhand beamed. "You have all made marvelous contributions to our thinking," she said, "and I know we are better prepared to help our children to face the future after these profound observations. It is getting to the point where, if you haven't read how to smash an atom, excite an electron, or maul a molecule, you're a nobody—a bombproof nonentity! And in our progressive community no one would want to be in that class!"

"A wonderful program, Mrs. Oldham!" exclaimed Helen Highwater, taking over the meeting again. "Our sincere congratulations and thanks. Is there any further business before we adjourn?"

Mrs. Cantrite sprang to her feet. "We have just seen the tremendous importance of the atom in our children's future," she boomed. "I move that we use our \$140 to buy atoms for the pupils to study in school."

"What an inspired idea!" cried the president. "Is there a second to the motion?"

Mrs. Wilson shouted, "I second it!"

"Any discussion? All those in favor say 'Aye.'"

"Aye!" came the eager chorus.

"Those opposed?" asked the chairman. "The motion is carried! The future is safe! The meeting is adjourned!"



The World's Hope Rests with English Teachers

. . . Today I believe—considering how the school curriculum is disposed—that *the future decency of the world rests largely in the hands of English teachers*. By a process of elimination, English has been left with the principal job of modern education. Literature must keep alive the sparks of idealism, human decency, hope, belief in a better world, and dedication to the goodness of mankind. By a process of elimination, teachers of literature have become the ministers who must see the world through its dark night of failing idealism.

I repeat the phrase, by a process of elimination, because I mean just that. *If English teachers do not do the big job, nobody will.*

Athletics in school seem to have become an efficient way to produce young men physically fit for the draft. . . .

Science has become one knows not what. On the one hand it is striving to prove that the creators of Superman and Buck Rogers were pikers. On the other it produces an endless supply of goods on the assumption that the mere creation of stuff is an

aim in itself. This was never true. . . .

Foreign languages have recently become quite popular, it being proposed that as we colonize or invade large and alien portions of the world it will be well to have at our disposal young people trained in the necessary languages. I find that an indefensible bit of educational reasoning.

The social studies, my chosen field of specialization, appear to face the years of their Babylonian captivity. Everyone wants to tell the social studies what they may or may not teach. America is frightened, and it is therefore natural that the teaching of history, economics, and government be brought under review. Today a social-studies teacher who sets out honestly to inquire into the nature of government would soon find himself beset by numerous critics. . . .

No, today the only chance of keeping alive the fires of humanism upon which our society has been built rests with the teachers of English, or in the universities, with their brothers, the teachers of philosophy.—JAMES A. MICHENER in *High Points*.

UNIFIED STUDIES:

A History-English POWERHOUSE

By HELEN RAND MILLER

ONCE THERE WAS a unified-studies class in which the students recited history one period and then closed their history textbooks and had an English lesson the next period with the same teacher. That is not the way to manage a unified-studies course.

A unified-studies course should not be traditional courses put together; it should have a new and different quality. There should be a new mixing and blending of subject matter and learning skills with a new classroom procedure.

The possibilities for learning are greater in a unified-studies class than in traditional classes. The course can be more versatile because it is free from the set traditions. This means that it is possible to provide for individual differences. The brightest students are not cramped; they can stretch as far as they will. The poorest students can come into the activities whenever they can until they learn how to do more and more of the substantial learning. Indeed, we may find that a unified-studies course is an answer to the question, "Should we have special classes for slow students?" We may find out how slow students can learn with the best of them.

A unified-studies class has more resources for learning than a traditional class has. English teachers have worn themselves out trying to teach the mechanics of composition. Students may learn the mechanics of composition faster if they have substantial material to talk and write about. Students may learn more history if they can talk and write more about it.

Students in a unified-studies class may learn all that they would learn in tradi-

tional classes and more. But do they? A tenth-grade unified studies class, which was a combination of world history and English, took the objective tests at the end of the year with the regular world history and English students. This is the teacher's analysis:

Some students did very well and some did very poorly. No student received grades on the tests that were lower than the average of the grades in his other subjects. This indicates that probably no one did more poorly than he would have done in regular classes.

The grades in reading were exceptionally high. This may be because the students had read with a purpose and had done many kinds of reading.

The average of the grades in the mechanics of composition examination was the same as the average for the students in regular English classes. But this examination did not test the abilities of the students—the ability to talk effectively in their seats and on their feet, and their ability to write effectively.

The average of the grades on the world history examination was lower than the average for the students in the regular world history classes. The students could not identify Philip II, III, IV and Henry II, III, IV, VII. They could not match Louis XIV and "Sun King"—but they could have written essays on "I am the State."

Whether unified-studies students should take the same examinations that the regular classes take is a question. Their freedom from tradition should not be an excuse for learning less, but a challenge and opportunity to learn more. They do not learn in

the same way, and they may not learn the same things. The examinations now used may be tests of quantity rather than quality. Life itself will be the real test of the unified-studies course, and the course should prepare for that test.

How can a unified-studies course be planned for maximum learning? Aye, that is the question. The biggest question probably is whether the teacher can keep up with the students. They take to the wilds of the unbroken road, but it's a rough road for the teacher. A visitor in one class said, "The teacher has an easy life; the students do everything." Little did he know!

One project may serve as an example of the combination of many learning skills and the assemblage of information. It was a tenth-grade class. The students received credit for world history and English, and the teacher was experimenting with the idea of adding geography to the combination.

"Old World History in United States Place Names" was written at the top of the blackboard. Dave volunteered to write one hundred names that he thought might have Old World histories. He chose them from a map. Dave's grades on all school records were as low as the law allows, but he could do this bit of work as well as anyone in the class. He was a real contributing member of the class. For a week everyone was referring to his list. By the end of the year Dave's record was a success story.

The first problem was to find out how many of the place names Dave had chosen really did have Old World histories. Dave assigned a number of names to each student. Everyone looked up the names assigned him, in a dictionary, to see how much he could find there, and wrote on a slip of paper what he found. Next everyone looked in an encyclopedia and any other books he could think of.

When the class was reasonably sure of the Old World origin of a name, Dave wrote the name of the country from which

it came beside the United States name on the board. Finally there were names of countries beside sixty-six of the names on the board.

Each student chose a name and gave a report to the class. The directions were that he must not bore the class by reading what he had copied from an encyclopedia. He must tell the students what would interest them.

The report on Carthage was the most interesting. Why had some people in Illinois decided to name their town Carthage? No one knew the answer or knew where to find it in books. This class had a teacher that did not know all the answers. The reports raised a lot of questions that no one could answer. That's the way it should be. A student wrote, "Progress in the Middle Ages was very slow because the students in the schools learned only what their teachers knew."

During a discussion someone said that every person in the United States has ancestors who lived in several different countries of the Old World. Someone else demanded an immediate investigation. Everyone wrote on a slip of paper the countries in which his ancestors had lived—that is, as many ancestors as he knew about. The ancestors lived in sixteen different countries. There were 76 countries on the lists of twenty-six students, which meant an average of about three countries per student.

Each student wrote in a few sentences an interesting fact or idea that had come to him during the reports and discussions.

Bob wrote: "E Pluribus Unum. One from many. Did you ever stop to think about this motto? Is it just a bunch of Latin words to you? Did you realize how many nationalities are represented in the United States?"

Esther wrote: "Our high school is a Mixing Pot. Sixteen different countries are represented in one class. . . ."

Tom wrote: "America, the Hybrid Coun-

try. A hybrid is a mixture of breeds designed to bring out the best qualities of each breed, and this is just what America has accomplished. America has taken people from all over the world and made Americans of them."

The next day the teacher had copies of all the comments received run off on the duplicator in the office. A discussion started with an explosion. Tom yelled that anyone who called our country a mixing pot was misrepresenting the country and injuring it. We'd have a lot better country now if people had thought of it as a hybrid country. Then we would have encouraged people from all countries to sing their songs, eat their food, wear their clothes, and talk their language, and be proud. Why, we might have a universal language by this time. America is no melted-down mess.

Esther tried to protest, but her voice was too weak and champions defended her. Within a minute three students were at one end of the table in front of the room facing three other students.

During the last fifteen minutes of the period everyone wrote why he thought we should call our country a hybrid country or why it is a mixing pot or why he thought it makes no difference which we call it.

Nancy began her paper, "Suddenly in seventh period we decided to have a disagreement on the question of the meaning of hybrid and the melting pot."

The next day these papers were the basis for drills in composition. Which students had expressed their ideas most forcefully? What did the others need to learn to handle language effectively? One boy could have had just the balance he wanted if he had known how to use a semicolon. Nothing else would do so well.

The duplicated sheets of ideas and facts served for a written lesson: Choose any one of these comments and use it in three different ways. (1) Write the headline and first

EDITOR'S NOTE

After teaching unified-studies courses in history and English, Mrs. Miller concludes that such courses have more resources for learning than a traditional course has, and that they are better organized to serve students of varying ability. She teaches in Evanston Township High School and Community College, Evanston, Ill.

paragraph of a newspaper story. (2) Write the beginning of an essay. (3) Write the beginning of a short story based on the subject. This was better than an assignment from a textbook because it was based on the students' ideas.

There was a strange experience in the life of a teacher: some of the students said they wanted to write more. They wanted to write stories. The class was already writing all the teacher could read, but she had an idea. The students were to write stories that they would read to the class, and the class would decide the grades as they heard the stories read. A student could misspell every word and still have the highest grade if the class so decided. The students who had low grades when spelling and other mechanical errors counted really exerted themselves this time. The stories were exciting, full of horrible dangers—not the kind of stories students write for teachers. A number had historical settings and made use of history lessons.

The teacher ran off copies of one story on the office duplicator for a number of composition drills. Everyone took a hand at writing a different beginning, and there was quite a discussion to answer the question, "In a story where is *medias res*?"

When was the class studying history and when was it studying English? No one knew. The students agreed that they had fun.

I Went to Summer School

*A reply
to Merry*

AND GAINED

By
ETHEL M. JONES

I WENT to summer school and gained. I know that my experiences are not at all unique. I am simply speaking for the many who have gained, not lost, from summer study. I have been more fortunate in my experience than those who complain that they have been "gypped," as Edwin D. Merry does in the May 1949 *CLEARING HOUSE*. I do not mean to criticize them; I merely wish to paint the other side of the summer-school picture.

Convincing arguments have been offered against teachers' studying during the summer months. I realize the importance of rest, and I, too, have often yearned for some Walden Pond and peace. More often, however, I have anticipated the exhilaration and excitement of studying with other students in some college or university away from home. In fact, some of the happiest summers of my life have been spent in summer school.

If one is careful not to carry an overload in courses and can choose a school at a distance from home, so that the change of environment and the travel experience will add to his pleasure, one may well spend an enjoyable as well as a profitable six weeks in summer school. Although a higher salary is paid in my state to holders of a master's degree, the value of my summer courses cannot be measured in dollars and cents. Even if I received no additional salary, I should still feel amply repaid for my expenditure of time, effort, and money. Indeed, I felt a little sorry when the work for my degree was finished, for then, it seemed, I no longer had any justification

for spending \$500 or more, merely for the pleasure of studying, especially when the colleges have been so crowded with degree-pursuing students and G.I.'s.

Yes, I have gained—gained ideas, friends, inspiration, and a renewed eagerness to try, at least, to achieve some of the high goals of my profession. I have come back to my own classes resolved to do a better job and ready to put into practice the new ideas I have gained. (Sometimes these new ideas don't work as expected, but that is my fault.)

Let us go into a class in education together. "Out of doors the sun is shining," but inside our classroom the sun is also shining, for there is the light of a friendly smile on our professor's face and a twinkle is in his eye, as he enters the room with a quick, springing step. He is near the retirement age, but no one would guess it from his manner. We students marvel that he can do so many things at once—hold an administrative office in a large university, fly 500 miles every week end to attend to another position, and teach a large men's Bible class on Sunday, besides teaching classes in the summer session.

The forty or fifty students in this class are all attention, with pencils poised, not willing to miss a word of his interesting lecture. Although it is a class in education, he is likely to begin by quoting Shakespeare (Polonius' advice to Laertes) or Carruth's poem, "Each in His Own Tongue." He asks some provocative questions. He assigns a theme in such a way that we can hardly wait to get started writing. The hour is

gone. How could it go so fast! We hadn't been aware of time.

This professor is not absent-minded. (In fact, I don't recall having one who was.) He calls us by name when he meets us on the campus, although we should not expect him to do so. I recall vividly the first day in his class. He asked us to tell our names, where we lived, and what we taught. I can still see him smiling affably as he remarked, "I never knew a Latin teacher who wasn't in love with her work! We are glad to have you cross the continent to study with us." I had never before been made to feel so welcome anywhere. Needless to say, I worked like mad to try to live up to expectations, and even to this day I am trying to make his words live in my work.

Perhaps someone will say that the class I have just described was the exception. Such was not the case. The classes were all stimulating, for the most part, and were not all alike, as has frequently been said of education classes.

In only one did I learn the fascinating history of education from the time of Confucius to the present. And let me digress here a minute. I am glad that our professor in this course (like most of the other professors) used the lecture method, giving us supplementary material and outlines to follow, as we listened. He really made history live, and I believe that we gained much more from listening to his lectures than we would have from discussions or reports from other members of the class, who knew no more about the subject than we. He was an expert in his field. Why not benefit from his years of experience and knowledge?

In only one class did I study psychology intensively, and in only one did I wrestle with statistics (thank goodness!). In only one did I try to grasp a philosophy of education, so important in guiding one in his teaching. In writing a seminar study, I learned to weigh words as I never had before. We were not allowed to use broad terms. Every word was challenged. Even

now I can hear the professor exclaim, "*Large! How large is large?*" I certainly did not find it a cinch to get an M.A. in education. I never thought of submitting the same paper for credit in two classes!

As a member of a class in secondary education I visited a modern university high school, rejoiced in the friendly school spirit of the students, and enjoyed especially sitting back and letting some other teacher carry on. The easy chairs in the convalescent room and in the recreational reading room, the secluded roof-garden nook where the girls could take their sun baths, and the other ultra-modern features of this school supplied me with a subject of conversation when I returned home, where we do not yet have a roof-garden.

Now, I never did expect to be a supervisor, but the course that was the most beneficial, perhaps, was one in supervision, a required course—which I am glad was required. I looked at myself from the supervisor's viewpoint—looked into the mirror as it were—saw my shortcomings and tried to pretend that I was the supervisor telling me how to improve. I wrote at least two papers every week on such subjects as "How I Can Help the Teacher Provide for Individual Differences." I must confess, however, that I did have to tax my imagination here.

EDITOR'S NOTE

In the May 1949 issue we published Edwin D. Merry's "Gypped! (I Went to Summer School—and Lost)." Miss Jones wrote, in submitting this article, "After reading Mr. Merry's article I began to review my own summer-school experience. I don't mean to be critical of his article. I simply wish to state how I feel about my summer-school courses." She teaches in Lincoln Junior High School, Charleston, W.Va.

Please forgive these personal references, but a debater must present proof for his argument. I couldn't begin to recount the many benefits from my summer sessions. Suffice it to say that they have been real to me, and I hope that they have been made real in turn to my pupils.

Besides the practical help and inspiration derived from the classes, the stimulation of contact with other teachers and students from all parts of the world was a valuable experience, and worth the tuition fees alone. It was my privilege to live at International House, to hear lecturers, professors, ministers, and other speakers at the Sunday evening suppers. After each lecture we enjoyed a social gathering, with students of all nationalities singing together songs in

foreign languages, as the words were flashed on a screen. If we could only have more I. Houses, as we called them, dotting the globe, we might make more progress toward world peace. The inspiration of being with idealistic young people, encouraged and counseled by older persons, the good will created by living in a friendly community eager to make the stranger feel at home, and the exhilaration that comes from putting forth one's best effort in order to meet the high standards of a great university cannot be overestimated in value.

Yes, I went to summer school and gained. This was ten years ago, but it seems like only yesterday. I gained much more than I can put down on paper or even express in words.



Recently They Said:

Way of Tackling Problems

... Democracy can certainly be taught, but only in part. I would say this because nobody knows what the whole of democracy is or will become. Democracy is not finished. It is in the nature of democracy not to be finished. Democracy is a way of finding out what is the best thing to do. It is a way of tackling problems, not a set of solutions to problems.—HENRY W. HOLMES in *School and Society*.

Teacher Welfare Committee

An example of democracy at work to the mutual advantage of school children, board of education, administration, and teachers in the public school is to be found in the teacher welfare committee in the Lind, Wash., schools.

This committee is composed of three members chosen by the teachers from the faculty of the schools. Chief function of the committee is to make recommendations to the superintendent and board of education, to make decisions when dealing with problems involving teachers, either individually or as a group. Such decisions are made after conferring with the teachers.

The committee deals with problems of teachers' salaries, housing, teacher tenure, contract relations. Teacher opinion is often obtained by using questionnaires.

As a result of the teacher welfare committee's work at Lind, the relationship between teachers and board of education has been a cordial one. There is mutual understanding of the problems of each. Teachers and board work out these problems together.—ROBERT DRUMMOND in *Washington State Curriculum Journal*.

Lost & Found Math.

Mrs. Faye Ferguson, Junior High School, Ft. Smith, this year used this clever idea in her seventh-grade math. class. She writes:

"This past quarter, we have been working hard to master percentage, and by the time we reached discount, I decided something should be done to arouse some interest.

"I went to our 'Lost and Found' closet and collected coats, caps, gym shoes, bathing suits, gloves, scarves, sweaters, and water guns and arranged these articles across the front of my room with an attractive placard giving price of article and amount of discount pinned on each article. You can imagine the amazement of the students as they came in and found we were having a Clearance Sale in math. that day.

"It worked wonders, because they had to figure the discount and the selling price of each article, but that was so much more fun than working in the textbook."—*The Journal for Arkansas Education*.

We're Abolishing the TUTORIAL PLAN

By
L. E. LEIPOLD

SEVERAL YEARS of consideration of the question, "What can we do for the slow learner and the pupil with achievement difficulties?" led the Nokomis School two years ago to the adoption of the tutorial plan of instruction. At that time we felt that it offered the greatest opportunity for helping these handicapped boys and girls. Now we are abandoning it. In theory it was excellent, but no theory is good that does not work in practice.

Every junior high school has an ability spread of approximately eight years; that is, some pupils of the group are at fourth- or fifth-grade levels, while others are working at a twelfth-grade level or even achieving on the same basis as beginning college students. What to do with the boys and girls who are two, three, or even four years behind the majority of their group has been a recognized puissant problem for some time. The line of least resistance, so easy to defend because of "popular practice," impelled our schools to permit them to remain on the school rolls until they passed the age of compulsory attendance; then they were dropped.

This has been the guiding policy of many schools for decades. True, sporadic and ephemeral attempts were made here and there to bring about a better situation, but in most cases it was again the old familiar story of "too little and too late." The high mortality rate of our secondary schools is indicative of at least the partial truth of this generalization. The fact is, that while many pupils of recognized achievement ability were also the victims of this system, virtually all of the handicapped pupils failed to

survive. If they "got through" the grade school, they were quick victims of the secondary school's policy.

We in the junior school witnessed this sacrifice annually; schools *wanted* to be democratic but standards *must* be upheld. Pupils with whom we spent infinite time and effort in adjustment attempts successfully completed their junior-high-school work and were in our estimation ready for senior-high-school work—at least as ready as they ever would be. However, during the autumn months of their first year in senior high schools, many individuals drifted back to us, frequently bitter, usually discouraged, sometimes profane, victims of an educational age that permitted the operation of a school on a "get it or get out" basis. They couldn't get it so they got out, casualties of this short-sighted policy committed to "upholding the standards." This was the condition in 1895; this was the condition in 1945.

Our tutorial plan of instruction was simple in organization and method. Pupils were programmed "regularly"; that is, every pupil was programmed for a class every period of the day, heterogeneously. True, some adjustments had to be made for varying abilities and interests, but there were no "special" or "remedial" classes involved. However, pupils whose records showed that they needed help in reading or mathematics, for example, were given individual assistance by a trained instructor some time during the day in the field in which such help was needed most. It was simply a plan to take these boys and girls of fourth- or fifth-grade level, find out why they were not

achieving satisfactorily, and help them to do better.

In operation the plan worked well. Programming presented some difficulties but not serious ones. Sometimes pupils felt that they missed work in the one class that they did not attend because they were being assisted by the "tutor" at that time, but close correlation between the work of the two teachers involved minimized this objection. However, the test came when these pupils were again programmed for their "regular" classes. Here were boys and girls who had been given individual attention for a month, for six months, or even a year. They had in almost all cases achieved at a greater rate than they had when not given the individual help. Not only that, there were evidences that they felt more secure, that they were eliminating that feeling of inferiority which must inevitably accompany a daily sense of failure as they competed on unfair bases with other members of their groups. That was as it should be, but it was this test which eventually convinced us that the plan should be abandoned, that its defects outweighed its merits.

The case of pupil "A" is typical. He was reading at fourth-grade level when individual help was first offered him. He remained in the care of the tutor for one full school year. During that time he made almost two years of progress in reading, a most gratifying record. During this same

year his classmates made *one* year's progress. Because of the gains made, "A" accordingly went into the eighth grade reading at beginning sixth-grade level; his classmates went into the same grade reading at beginning *eighth*-grade level. He was, therefore, still two years behind his fellow pupils, still seriously handicapped, still unable to compete equally with them. Gains that had been made the year before were soon a thing of the past and he became again a non-satisfactory achiever.

One might well ask, "All right, then, why not keep him under the instruction of the tutor for another year or two years until he can compete equally with the others?" Again, in *theory* the answer is obvious. Actually, in practice, a dozen hurdles present themselves, all working against the possible success of the suggestion. He is now at sixth-grade level; others need the help more than he does; there are more pupils needing assistance than we have tutorial teachers provided to aid them; programming difficulties present themselves; etc., etc.

So now a new term of school is beginning and our "slow" pupils are again in "small class" groups, limited to 20 pupils, heterogeneous in nature, with a "modified" curriculum but involving *segregation* nevertheless. It is not the final answer, we know, but we shall do our best with it while hoping for something better.

Perhaps help should be given at the first-grade level or the second-grade level; perhaps the grade-school teachers should be given expert assistance when difficulties first present themselves; perhaps the senior high schools will progress to the point where they will take our pupils at the level at which they find them and work with them to achieve at their own level rather than hold them to standards unacceptable to the rank and file; perhaps we in the junior high schools will have to look to ourselves and place a greater share of the blame for failure to solve this problem at our own door. Perhaps . . . perhaps.

EDITOR'S NOTE

The tutorial plan of helping slow students has been tried in Nokomis Junior High School, Minneapolis, Minn. Mr. Leipold is here to report on why the plan apparently was effective, why actually it was unsuccessful, and why the slow students are again being segregated in small-class groups with a "modified" curriculum. He is principal of the school.

2 Local Units on *Practical* CITIZENSHIP

By
MATT LAGERBERG

WE HAVE TRIED to motivate our citizenship-education program at Alpena, Mich., High School, by making more effective use of local material. Citizenship is an elusive objective: somewhat like the proverbial flea, you can put your finger upon it and it isn't there. Strictly speaking, I suppose it isn't a teachable subject. Citizenship is more like hygiene, it is a collection of habits which you learn to do by doing.

The use of local material is undoubtedly common practice in almost every school but it seems to me we miss a golden opportunity in citizenship training if we offer such material just for information. Our superintendent, R. H. Wilson, teaches a unit in education to all twelfth-grade civics classes which emphasizes principally the local problems of education.

The students work out cooperatively the qualifications of school-board members, the reasons for taxing all people to support public schools, and how student needs are made articulate. They learn to use the phrase "line of responsibility," instead of "line of authority," in illustrating school government from the board of education at the top to the students "at the bottom of the heap." They learn to distinguish policy-making function and administrative function. "A democracy cannot survive unless citizens clearly understand the difference between them. You can see that if policy-making bodies encroach upon administrative grounds you begin to have inefficiency for which we are constantly criticized by dictators of foreign countries." That is the conclusion the teacher phrases for them after they have agreed upon what things the board of education should decide upon

and what things are administrative in character.

Then they analyze the budget. They discuss the importance of teachers when they discover the cost of personnel. "Here's the amount of money we pay out each year to take off the scratches from the desks and the writing on the walls of washrooms," Mr. Wilson points out. Many students are startled. The figure carries its own lesson. No preaching is necessary.

This brings up the question of what students might do to assist in reducing expenses. Needless use of lights, care of library books, and dozens of suggestions are made. It is a very effective lesson in citizenship because it comes near to the students.

We talk a great deal about voter apathy in America as a lesson in citizenship. I believe this can be vitalized. Stanley Van Lare, senior-class sponsor, helps to organize class elections in the fall along the same lines as adult elections. The same "chores" are used—nomination by petition, registration of voters, booths for voters, election clerks and judges who work on election day. This much is probably common practice—but some of the problems students discover are exactly the same as we read about in our textbooks, namely, that little more than half of the students want to be bothered to vote this way, and that occasionally there are frauds at elections.

These problems are for the students to solve and are not exclusive teacher responsibilities. Here is an opportunity to discuss voter apathy and what we can do about it; how it leads to machine politics; the prevention of frauds, etc. Every year, it seems, we have new problems to discuss with the old

ones. But the important thing is that these problems are made a part of the students' education.

One day each semester, Mr. Van Lare arranges for a "City Day" to give civics students first-hand knowledge of city government. In smaller villages where twelfth graders would not consider their local unit of government significant, a larger unit of government can be used for study for a day.

One type of local study that one finds in varying forms in different schools is that of local history. I believe that this course has numerous possibilities for citizenship education. In one small community our history and journalism classes published an anniversary edition of the local paper which seemed to make some valuable contributions to the citizenship training of our students.

At present I teach a unit in local history to a class of twelfth graders where World History and Literature are combined. The students enjoy gathering information on the history of their community but before long they have become lost in a mass of information. Miss Harriet Foley, English teacher of our combined course, comes to the rescue with guidance in organization of notes, techniques in interviewing, and assistance with a number of problems which students encounter.

Here again, opportunities are available to the teacher to put in some good "licks" for better citizenship without becoming ob-

noxious. History, after all, is the story of people and their environment. Our community had a tremendous handicap of geographical isolation to overcome which had its impact upon people's character and their recreation, and left its trade-mark upon practically all the activities of our forefathers. How they tackled this seemingly hopeless task, grappled with problems of liquor control and law enforcement, built churches and schools and in general tried to make the community a better place for children to grow up in, is an exciting story. Students enjoy it. What's more the story is not ended. It will be advanced by the coming generation. That's where inspiration to good citizenship comes in. I believe that good citizenship habits can be made one of the important by-products in the study of local history.

It is undoubtedly true that the use of local materials requires more teaching skill than textbook teaching. To begin with, teachers generally are trained in national historical fact and very little in historiography. Big issues are the only ones that seem to matter, and the small-scale local problems are neglected. This is, of course, illogical on the face of it. And then one finds local material unsifted by historians. It is often inaccurate, or unimportant, or even mischievous in character. Our students work on local history with one eye cocked for these deficiencies. You can make a handicap into an asset. And then, again, there is reluctance to discuss local issues for fear of factional involvements. So there is no doubt that teaching with local material requires great skill.

We have tried to make citizenship training more effective in our school by motivation with local material. I believe it has been a distinct success. Good citizenship is like charity—it begins at home. If we can help to make our students better citizens of their homes and communities, I believe we shall have less trouble in making them also good citizens of our nation.

EDITOR'S NOTE

At Alpena, Mich., High School they are taking some of the perennial theory out of citizenship instruction and are giving it a more practical, local turn. Mr. Lagerberg tells about two units in particular—one on local problems of education, and the other on local history. He teaches social studies in the school.



SCHOOL NEWS DIGEST



Edited by THE STAFF

SUBVERSIVE: State laws that prohibit "subversive persons" from holding public-school positions may be thrown into question, states the *New York Times*, as a result of a Federal court decision declaring one such measure, Maryland's Ober law, unconstitutional. U. S. Circuit Court Judge Joseph Sherbow ruled that the Ober law "violates the First and Fourteenth Amendments [guaranteeing freedom of speech, press, and assembly] and due process under the Fifth Amendment. It violates the Maryland Constitution and Declaration of rights, it is an unlawful bill of attainder, and is too general for a penal statute."

TEACHER SUPPLY: There's still a shortage of elementary-school teachers, but an actual oversupply of high-school teachers. That's the situation, according to a 1949 study of a commission of the National Education Association, in which 21 states cooperated. In those states, the 1949 college graduates with high-school certificates exceeded the demand by 12%, but the number of graduates with elementary-school certificates was 49% below the demand. But by subject fields, there were shortages within the oversupply of high-school teachers. An undersupply of from 26 to 38% was reported in the four fields of mathematics, library science, physics, and general science. Subject fields in which there was the biggest oversupply of teachers (37 to 84%) were agriculture, physical education, social studies, and foreign language.

MEANEST MEN? Wealthy citizens and leading politicians in Saginaw, Mich., have been charged by Judge Herman Dehnke with "chiseling" of quantities of food contributed by the Federal Government to the local school lunch program, reports the *New York Times*. These prosperous persons, says Judge Dehnke, last fall and winter got their hands on quantities of canned fruit juices, 30-pound cheeses, and other surplus foods intended for the school children. So this fall, don't just guard your school lunch supplies against passing hoboos, if you know what we mean.

ENROLMENT: Fall enrolments in U. S. schools are estimated by the U. S. Office of Education as follows: In all public and private elementary schools, 23,377,500; in all public and private secondary schools, 6,533,000; in higher-education institutions, 2,400,000; in other types of schools, 361,000.

Total of U. S. students, 32,671,500. Enrolment for the previous school year was 31,880,000. The 791,500 gain was accounted for by the elementary schools (up 2.5%) and secondary schools (up 4.2%).

DEGREES: The college and university mills ground fine, perhaps, but certainly long, during the year ending June 30, 1949, and produced a record 430,000 degrees, the U. S. Office of Education estimates. That tops the preceding year's high record by about 33%, and the pre-war peak-year of 1939-40 by almost 50%. And the new school year sees many a high-school faculty blossoming with new doctorates: there was a 29% increase in doctor's degrees over the preceding year.

GAMBLING: "How School Kids' Lunch Money Ends Up in Baseball Bookies' Jeans" is the title of one article in a series which the *New York Post* recently ran on the big national network of baseball gambling. Gambling on baseball games, promoted by large racketeering syndicates that employ thousands of bookies, has quickly and quietly grown to where it towers over horseshoe gambling. Annually, \$5,000,000,000 a year (yes, five billion!) is wagered in the U. S. with baseball bookies. And while the adults wager \$5 to \$50,000 on a game, the junior- and senior-high-school children bet lunch money—10 cents, a quarter, maybe a couple of dollars. This "peanut" trade, says the *Post*, is handled by bookies who are high-school students, or by small-time adult bookies who operate through stores near high schools. Following are two typical situations uncovered by *Post* reporters who investigated baseball betting through bookies in New York City high schools: In a luncheonette patronized by students from a junior high school across the street, several 14-year-old boy bookies were taking bets of 10 cents to a dollar from the school children. In a high-school cafeteria, two boy students had an "office" at one of the tables and were busy accepting bets of 15 cents to \$2.50 from the students. The two boys told the reporter that they worked for a nearby poolroom bookmaker. They had "homeroom pads" filled with names of their juvenile customers and their wagers for the day.

GIFTS ABROAD: Since 1945, young people in school, church, and other groups have prepared more than 1,500,000 gift packages for children over-

(Continued on page 114)

seas to enjoy through the World Christmas and Chanukah Festivals conducted by the Committee on World Friendship Among Children. The Committee, sponsored by Church World Service, Inc., promotes "world festivals, sharing of gifts and correspondence among boys and girls of all nations." If your students would like to send gift packages and correspond with foreign children, you may obtain a leaflet giving full information from World Friendship Among Children, 214 East 21st St., New York 10, N.Y. The Festivals are held simultaneously in 17 countries on December 15, but gifts should be sent to the Committee as early as possible.

BOSWELL: Yale University has acquired "the greatest collection of English literary manuscripts of the eighteenth century"—the voluminous private papers of James Boswell, biographer of Samuel Johnson. It's going to take from 40 to 50 volumes to get the collection into print. The McGraw-Hill Book Co. will publish the volumes through Whittlesey House, a subsidiary. The first volume may appear next year, and others will be published as ready. No measly one-trunk writer, Boswell left journals, correspondence, etc., that make 8 tightly

packed trunksful. The big editing job will be handled by a Yale-McGraw-Hill editorial board of 4, assisted by an advisory committee of "distinguished British and American scholars." A leading authority on the Boswell period says the papers "are almost infinitely varied and are at every point continuously exciting." We see the editorial-board members, working through the years on 8 trunksful of continuous excitement—pulses thumping and nerves jumping—and wish them well.

FARMERS: There are now 280,000 members of the Future Farmers of America, according to the U. S. Office of Education. They belong to 7,000 local chapters in rural public high schools across the nation.

POETRY: Closing date for high-school students to submit verse for the annual *Anthology of High School Poetry* is December 5. The anthology is published by the National High School Poetry Association, which was organized in 1937 and says it now receives more than 200,000 manuscripts a year. There are no charges or fees for inclusion of
(Continued on page 128)

PERSONALS

This department is offered experimentally as a service to readers in the belief that secondary schools and school people need some medium in which they can arrange to sell, swap, or buy needed items or services, correspond with others on matters of mutual special interest, obtain or fill teaching positions, etc., etc.

RATES are 15 cents a word, including name and address. Box numbers 50 cents extra; we forward replies free. Payment must accompany copy.

Items not acceptable: Organizations that sell materials to the schools may not use this department to promote such items. Schools may not advertise second-hand textbooks. We shall do our best to exclude announcements from questionable sources, and questionable copy, but cannot be responsible for those "Personals" we accept. Readers should do any checking deemed necessary on statements made here. **THE CLEARING HOUSE** reserves the right to reject any copy submitted.

ADDRESS: Personals Dept., **THE CLEARING HOUSE**, 207 Fourth Ave., New York 3, N.Y.

WILL YOU HELP ME to standardize a final examination covering Latin American history and geography? I'll mail you a copy for each one of your students if you have such a course in Junior or Senior High School, will administer this test, and will send me the results. Matt Lagerberg, High School, Alpena, Mich.

WANTED: Guidance Director in a Massachusetts city high school would like information from publishers or persons regarding materials for individual and group guidance programs. Materials would include: cumulative folders, tests, occupational pamphlets, sound films, etc. Would like similar information for personnel programs in industry and business. **CH Box 122.**

EXPERIENCED high-school social studies teacher, Hutchins-Great Books enthusiast, wishes correspondence with someone interested in working Great Books idea into curriculum. Must hate superficiality, sham, hypocrisy in prevailing educational practices. **CH Box 148.**

PUBLIC RELATIONS CONSULTANT offers experienced aid for school systems in developing all types of publications for the staff and the community and in establishing school-community relations programs with the local press, radio stations, and community groups. Would consider directorship of public relations in New York area. **CH Box 98.**

TEACHERS who have recently held teaching positions in foreign countries are asked to contribute ideas on how to improve education for world understanding. Write to Committee on Education for World Understanding, John Dewey Society, Gregory Hall 300A, College of Education, University of Illinois, Urbana, Ill.



Everybody's College: Not College as We Know It Now

THE AMERICAN Council on Education has recently issued a report on *Factors Affecting the Admission of High School Seniors to College*. The report is based upon a systematic survey conducted for the Council.

As might have been expected, certain groups of applicants appeared to be at a disadvantage in securing admission to colleges which have more applications than vacancies. Race, creed, and sex have an influence on the applicant's chances; children of alumni seem to have a running start in the competition; and social or economic level has weight.

Along with the problem of gaining admission goes that of paying the costs of a college education. Some undetermined fraction of potential college students are prevented by the expense factor from entering an institution of higher learning. This has led to a great deal of speculation as to how large college enrolment would be if every student were financially able to go. Some of these estimates have been extraordinarily high; this has led to the suggestion that one day the college enrolment may be two or three times the present figure.

One statement which accompanies the report is to the effect that "only one in four white high-school seniors has no interest in going to college." Here the experienced secondary-school man or woman stops to reflect that "All that glitters is not gold." There is an element in the declared attitude of the high-school youngster which makes the declaration open to suspicion.

The adolescent boy or girl has learned

that the replies to certain kinds of questions had better be socially acceptable. If he drops out of high school at age sixteen he usually has an explanation ready. He does not say he has failed to find anything useful in the high-school curriculum; that he doesn't like doing lessons to suit other people's purposes; or that the work is too hard for him. He usually says that circumstances compel him to start earning a living.

In the same spirit the high-school freshman declares his educational purposes. Sooner or later he becomes aware of the prestige attached to the "college-preparatory" curriculum. The brightest of his fellows are enshrined there. Some of his teachers show plainly their differential affection for the students in the various curriculums, and bear with the "generals" out of pity only. He pines to be numbered among the elite and share in the esoteric. The quickest means to this is to don the shining robe of the "college-prep" and start his pilgrimage. Thus his choice may have little relation to his post-high-school plans and little to his own talents.

The "college," in the careful use of the term, is a place where youth profits from the past experience of the race through the use of print, and from the experience of his contemporaries by means of the spoken word and social communion in general. Language is the dominant medium. Abstractions, generalizations, symbols, and such are the base of the educational tinctures which characterize college study.

Most minds do not respond to this sort of experience with a readiness which will

make for maximum growth. For most people, something in the nature of direct experience is the most effective means to learning. If three-fourths of our high-school seniors are to go to college, the term "college" will have to be re-defined, or a new type of institution, with a new name, will have to be set up for most of the initiates.

Perhaps that is what is coming. A half-century ago nobody envisioned such a thing as the universal secondary education we now have in this country. Britain is now struggling to achieve secondary schooling for all. Most European educators are puzzled by any plan which is anything but frankly selective. Eighteen-year-olds in this

country are unwelcome in business and industry. Perhaps we shall meet the problem of the growing complexity of human life by adding four more years to schooling for everybody.

The institution organized to serve such a purpose might adopt the word "college"; to do so would produce confusion and misdirection of energy. Let us hope that a more appropriate—and equally creditable—name can be found.

HEBER HINDS RYAN
Ass't Commissioner of Education
State Department of Education
Trenton, N.J.



Utility Club Reconditions School's Athletic Equipment at Low Cost

It's called the Utility Club and it's almost worth its weight in gold.

In 1941, at Ocean City, N.J., High School, a small group of eight boys gathered under the direction of T. John Carey, physical-education instructor and coach, to recondition athletic equipment and perform other tasks associated with a developing program of health and physical education. These boys met after school and in the evening, as work required, to perform such tasks as oiling football shoes, replacing laces, taking inventory, and stencilling numbers on gym uniforms. In prior years from \$400 to \$700 had been spent for reconditioning equipment at commercial concerns.

In the fall of 1946, the group was officially organized as the Utility Club. The boys then met on school time twice a week, during the activity period, at which time various interest groups were meeting. . . .

In the fall of 1947, the department of physical education was reorganized in several respects. The Utility Club was then limited to a membership of 12 boys, three from each of the four high-school grades. . . .

Last fall about 90 boys were eager to participate in the program by giving a minimum of 90 min-

utes of service a week, with an additional afternoon or evening a week during periods of great activity. However, membership remained limited to 12. Special activity in the gym or pool, during the activity period when work is done or during a lull in activity, is a reward available to the club members.

Among other tasks which the boys presently perform are lining athletic fields, preparing locations for track and field events, storing equipment, maintaining inventory, restringing tennis racquets, painting various items of equipment, laundering garments at a self-service laundry, and assisting managers and coaches in the general issue of equipment. Every piece of practice or game equipment is numbered. . . .

It is anticipated that not more than \$300 will be spent for reconditioning the equipment of all sports this year, as compared with \$1,200-\$1,400 which used to be spent on much smaller squads. The quality of work done by the boys has been excellent. The saving has been a big factor in enabling the athletic department to start each school year with a balance rather than relying on football receipts to clear up a deficit incurred during the summer.—HAROLD A. SHATERIAN in *New Jersey Educational Review*.



BOOK REVIEWS



KIMBALL WILES and EARL R. GABLER, *Review Editors*

Geographic Approaches to Social Education, ed. by CLYDE F. KOHN. 19th Yearbook of National Council for Social Studies. Washington, D.C.: National Council for the Social Studies, 1948. 299 pages; paperbound, \$2.50; clothbound, \$3.

This yearbook was prepared with the cooperation of three associations of professional geographers and teachers of geography. Twenty-two of the twenty-five chapters were written or co-authored by geographers. It naturally reflects their point of view.

There are sections dealing with general objectives, specific objectives, learning tools, and suggestive elementary, secondary, and teacher-education programs.

The authors effectively emphasize the importance of geography in everyday living, its economic significance, and its influence upon international relations. Most teachers will probably accept the given statement of objectives; few are actually achieving them. The suggested methodology is generally modern in concept; the treatment of learn-

ing tools is excellent. Many teachers will undoubtedly question the recommended specialization of subject matter.

Helpful suggestions are given for teaching geography in the elementary school; use of the local community is emphasized. Separate geography courses are recommended, yet there is a noteworthy treatment of the place of geography in the teaching of history.

The writers find unified secondary social-studies courses failing to develop geographical understanding. One recommends that each subject be taught independently, with the students "compelled to make their own synthesis whenever and however they can." This point of view represents the greatest single weakness in a yearbook otherwise very helpful.

PAUL R. GRIM
University of Minnesota

Curriculum in Intergroup Relations (Case Studies in Instruction for Secondary Schools), by the STAFF OF INTERGROUP

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EDUCATION IN COOPERATING SCHOOLS. Washington, D.C.: American Council on Education, 1949. 168 pages, paperbound, \$1.25.

To those concerned on the secondary level with preparing an intelligent citizenry and equipping students with greater skill in human relations, *Curriculum in Intergroup Relations* will give aid of a valuable and practical nature.

The case studies and descriptive data presented stress that intergroup education is not another subject to be added to the curriculum but an integral part of the areas of social studies, literature, art, and music. More important, when viewed as a basic problem permeating various subject-matter areas, the concept of integration takes on significance so that curriculum reorganization may evolve in a sound, constructive fashion.

As stated in the introduction, "the first three chapters are organized around three fundamental steps in curriculum revision: diagnosing needs, selecting and organizing learning experiences." The next three chapters are focused on teaching techniques: "the use of sensitizing experiences, the development of human relations skills, and the use of classroom techniques which enhance group methods of learning."

The staff of the Intergroup Education in Cooperating Schools is to be complimented on its realistic approach to the problem of the gradual involvement of teachers, students, and communities that is necessary in effecting and accepting change.

ELIZABETH HAMBLIN
Garden City Public Schools
Garden City, N.Y.

Literature for Human Understanding, by STAFF OF INTERGROUP EDUCATION IN COOPERATING SCHOOLS. Washington, D.C.: American Council on Education, 1948. 61 pages, paperbound, \$1.

This pamphlet points up the necessity today for understanding other people and ourselves. Urging teachers to attack these problems of relationships through literature, the authors say, "Social sensitivity develops most significantly when the choice of literature is dictated by analysis of the direction in which experience needs to be extended, as well as by considerations of individual interests." Examples show how an analysis can be made in terms of Patterns of Family Life, Economic Differences, Participation in American Life, and Experiences of Acceptance and Rejection. Titles of books are suggested for use in each area.

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The section "On Dealing with Stereotypes" shows what teachers need to know about them. The controversy over banning books presents the consequences of stressing only positive material and outlawing realistic materials. This section shows how some teachers have dealt with stereotypes at all levels in the school program, and should be a "must" for anyone working in any part of a school program.

The third section, "Practical Experience and Problems," should be most helpful in organizing and initiating discussions about gaining better human understanding. Suggestions on developing generalizations about human behavior should be helpful in developing insight into behavior. It may help teachers to analyze their own thinking about human relationships.

JOHNNY V. COX
College of Education
University of Georgia

The Educational Clinic, by L. D. HASKEW for the Council on Cooperation in Teacher Education. Washington, D.C.: American Council on Education, 1949. 51 pages, paper bound, \$1.

Dr. Haskew belongs to that noble breed who thinks that educational writers not only should have something to say but should say it in "plain talk." This bulletin on educational clinics is extremely readable and has a lot to say to leaders in search of new procedures for increasing the professional equipment of educational workers.

While it cannot be said that it "tells all," it tells enough to stimulate those who are toying with the idea of trying something new.

If you read *The Educational Clinic* (and you should) you will find out what an educational clinic is and something of its uses and possibilities. In addition you will get many valuable suggestions on how to get things ready for the clinic, how to carry it on, how to follow it up, and how to tell whether a good job has been done.

SAM H. MOORE
State Department of Education
Tallahassee, Fla.

Sociometry in Group Relations—A Work Guide for Teachers, by HELEN HALL JENNINGS in Association with Staff of Inter-group Education in Cooperating Schools. Washington, D.C.: American Council on Education, 1948. 85 pages, paper bound, \$1.25.

Don't be dismayed by the pallid title of this book. It provides a flesh-and-blood answer to part of the problem of diagnosing relationships in school groups. It has been developed out of the experience

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STANTON B. LANGWORTHY
School of Education
New York University

Mechanical Drawing—A Text with Problem Layouts, by THOMAS E. FRENCH and CARL L. SVENSEN. Fifth Ed., rev. and enlarged by Carl L. Svensen. New York: McGraw-Hill Book Co., 1948. 437 pages, \$2.80.

This new edition is considerably enlarged over previous editions and contains not only expanded sections with more copious illustrations but new sections as well. These include, for example, sections on production drawing, aircraft and welding drawing. Each section is not overly comprehensive. The book is designed to provide basic standards in the various fields of drawing. The book lends itself, for this reason, especially to the high school or junior high school level, where drawing is more experiential and less vocational in nature.

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***A Core Program Grows*, by DOROTHY MUDD.**

Bel Air, Md.: Board of Education of Harford County, 1949. 138 pages, \$1.50.

If you would like to know more about the core program and its operation, this book will prove helpful.

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***Orientation and Guidance for High School Pupils* (5th ed.) by KNUTE O. BROADY, LOIS PEDERSEN BROADY, and ADA STIDWORTHY WESTOVER. Lincoln, Nebr.: University of Nebraska. 320 pages, \$2.75.**

This text introduces a type of guidance that gives students a real opportunity to understand the educational, social, and vocational opportunities afforded them. It orientates the student to: classrooms, fellow pupils, methodology in study habits, formation of worthwhile activities during leisure time, the vocational and education offerings of the school, the ways and means of becoming good citizens, and the development of a good social personality.

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Pamphlets Received

Dating Days, by LESTER A. KIRKENDALL and RUTH FARNHAM OSBORNE. Chicago, Ill.: Science Research Associates, 1949. 48 pages, 75 cents.

Guide to the Study of the Curriculum in the Secondary Schools of Illinois. Illinois Secondary School Curriculum Program. Order from Supt. of Public Instruction, Springfield, Illinois. 1948. 42 pages.

The Educational Clinic, by L. D. HASKEW for the Council on Cooperation in Teacher Education.

Washington, D.C.: American Council on Education, 1949. 51 pages.

Democratic Citizenship and Development of Children, by Staff Members of the Citizenship Education Study, and Others. Detroit: Citizenship Education Study, 1949. 43 pages, 50 cents.

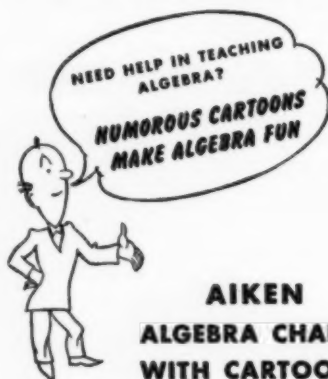
Planning Modern School Buildings: Proceedings of the Institute on School Buildings, ed. by RUSSELL T. GREGG, Institute Chairman. Madison, Wis.: School of Education, At: Professor LeRoy Peterson, University of Wisconsin, 1948. 72 pages, \$1.

Annual Report, 1948, of National Commission on Safety Education. Washington, D.C.: National Education Association, 1948. 15 pages.

Standards and Training Programs for School Bus Drivers, Recommendations of National Conference on School Transportation (1948). Washington, D.C.: National Education Association, 1949. 24 pages, 30 cents.

Minimum Standards for School Buses—1948 Revised Edition, Recommendations of National Conference on School Transportation. Washington, D.C.: National Education Association, 1949. 60 pages, 35 cents.

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The following excerpts are clues to good professional reading in THE CLEARING HOUSE for October.

Even if a school has reading specialists, there is convincing evidence that many of the pupils' needs in reading can best and only be met by the teachers of the subject fields—for each subject presents reading problems.—*Frances Triggs and Others*, p. 69.

Good teachers have always made compromises between the day's assigned lessons and lessons which the current hour brought.—*B. A. Aughinbaugh*, p. 75.

At the present time our school has licked one perennial headache to teachers and pupils alike—study halls.—*Aranka I. David*, p. 79.

The first few days of a new semester I make it a point to test out my pupils by running the gamut of humor—from the straightforward joke to the swift pun and the subtle insinuation.—*James E. Warren, Jr.*, p. 83.

More than 50 per cent of the students were interested in problems of personality (including insanity and temper) and intelligence; and physical features—color of the skin, eyes and hair, facial features, deformities, height, body build, and birthmarks—concerned 30 to 47 per cent of the 389 students.—*Lisonbee and Frazier*, p. 87.

Tremendous success has been attained in a well-organized and properly supervised program of in-

terscholastic athletic competition in the five junior high schools.—*Kenneth W. Mason*, p. 90.

The experience of creating [a sound movie] has been in itself its own reward for both the cameraman and the director, and all of us who were engaged in its production most sincerely and heartily commend a similar project to every school or superintendency of any size.—*Carlos de Zafra, Jr.*, p. 96.

To pass or not to pass—that's the question. What is to be done with those pupils whose final grades are just a few points below the border line?—*J. M. Horst*, p. 97.

Mrs. Cantrite sprang to her feet. "We have just seen the tremendous importance of the atom in our children's future," she boomed. "I move that we use our \$140 to buy atoms for them to study in school."—*Wendall W. Haner*, p. 102.

I went to summer school and gained. I know that my experiences are not at all unique. I am simply speaking for the many who have gained, not lost, from summer study.—*Ethel M. Jones*, p. 106.

We have tried to motivate our citizenship-education program at Alpena, Mich., High School, by making more effective use of local material.—*Matt Lagerberg*, p. 111.

Articles featured in the October *Clearing House*:

The 24 Questions on Reading Problems	<i>Frances Triggs and Others</i>	67
13 Fallacies in Visual Education	<i>B. A. Aughinbaugh</i>	75
The "Dishonorable" 3%: Study-Hall Headache Licked	<i>Aranka I. David</i>	79
The English Teacher as Humorist	<i>James E. Warren, Jr.</i>	83
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SHAILER PETERSON. Washington, D.C.: U. S. Dept. of the Interior, Bureau of Indian Affairs, 1948. Order from Haskell Institute, Lawrence, Kansas. 182 pages, paper bound, \$1.

Handbook for the Audio-Visual Program, by AVID of Indiana. Bloomington, Ind.: Audio-Visual Center, Indiana University, 1948. 41 pages, \$1.

Cars for Driving Instruction. Washington, D. C.: National Education Association, 1948. 24 pages, 30 cents.

Education for International Understanding in American Schools: Suggestions and Recommendations, by the Committee on International Relations of the NEA, the Association for Supervision and Curriculum Development, and the National Council for the Social Studies. Washington, D. C.: National Education Association, 1948. 241 pages, \$1.

Canadians Find Security with Freedom (C. C. F. in Saskatchewan Builds Toward Cooperative Order), by Prime Minister THOMAS C. DOUGLAS of Sask. New York: League for Industrial Democracy, 1949. 31 pages, 20 cents.

Accident Facts, prepared by the STATISTICAL DIVISION of National Safety Council. Chicago: National Safety Council, 1949. 96 pages, 60 cents.

Education in Bolivia (Bulletin 1949, No. 1 of Federal Security Agency), by RAYMOND H. NELSON. Washington, D.C.: Superintendent of Documents, 1949. 90 pages, 25 cents.

Polio Can Be Conquered, by ALTON L. BLAKESLEE (Pamphlet No. 150). New York: Public Affairs Committee, Inc., 1949. 31 pages, 20 cents.

Guidance Workers' Preparation—A Directory of the Guidance Offerings of Colleges and Universities, by CLIFFORD P. FROELICH and HELEN E. SPIVEY. Washington, D.C.: Federal Security Agency, Office of Education, 1949. 45 pages.



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—JAMES E. COCHRANE in *New York State Education*.

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SCHOOL NEWS DIGEST

(Continued from page 114)

verse in the publication. Information may be obtained from the Association at 3210 Selby Ave., Los Angeles 34, Cal.

WEEK: "Making Democracy Work" is the theme of American Education Week, November 6-12. The National Education Association offers 33 "special helps" for the occasion, including a manual of suggestions, a poster, play and radio scripts, and a movie trailer. Information on these items may be obtained from the NEA, 1201 Sixteenth St. N.W., Washington 6, D.C.

UNION: Delegates representing the 60,000 members of the American Federation of Teachers (AFT) spent much time at their August convention in Milwaukee on the problem of how to eliminate Communists from teaching positions in America's schools yet at the same time protect the academic right of "free inquiry," reports Murray Illson in the *New York Times*. On the agenda was the appeal of Local 430, Los Angeles, for reinstatement. The AFT had expelled the local in 1948 for allegedly following left-wing policies. Harold L. Orr, president of the Los Angeles local, told the delegates that the AFT executive council had acted against his unit because it was "an aggressive, fighting, liberal union" which had been so effective in defending teachers' interests that it had become a target of attack. A roll-call vote upheld the ouster by about 7 to 1. Mr. Orr's comment was that until the AFT "recovers its reason," his group would be content to function as an independent unit, "free from the thought-control domination of the leaders of the AFT."

EXCHANGE: For the fourth year of the teacher-exchange program of the U. S. Office of Education, 116 U. S. teachers went during the past summer to one-year teaching positions assigned to them in Great Britain, Canada, and France. The foreign teachers with whom they exchanged jobs arrived in the U. S., where they now are teaching in 108 cities in 34 states.

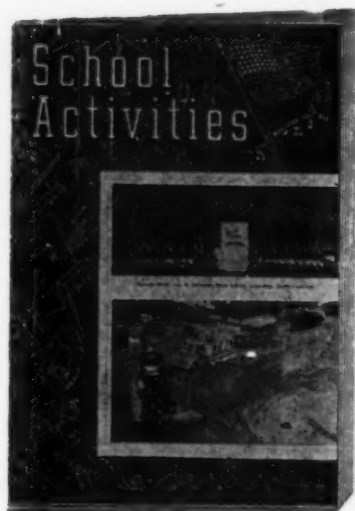
EXAMS: Final examinations have been abolished at Purdue University, West Lafayette, Ind., states the *New York Times*. Hereafter, according to Dr. Frank C. Hockema, executive dean of the University, semester-end tests will be just one of the routine tests of the semester, and will count as such in grading. Incidentally, Dr. Hockema believes that a well-written examination should permit a student to bring textbooks or cribs to class if he wishes.

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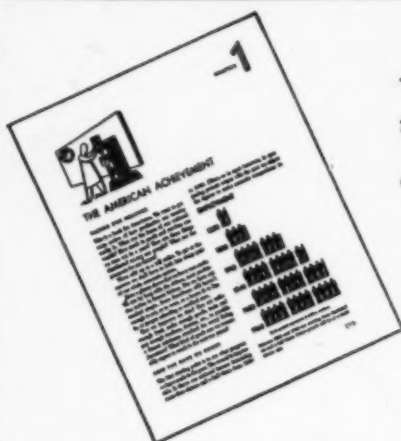
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